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ABSTRACT

The kit is designed for use by Australian classroom teachers of English as a Second Language (ESL) interested in more detailed diagnoses of their learners' needs for reading and writing instruction, from beginning to advanced levels. It can be used at the outset of or during a course of study to give a detailed assessment of the learner's reading and writing skills and strategies, and to help teachers define appropriate learning objectives and evaluate learning. The core kit presents a brief rationale, descriptions of seven learner proficiency levels, separate outlines of suggested specific tasks and procedures for reading and writing assessment, and forms for recording information. The reading assessment section provides a list of possible reading tasks to be used in assessment, identifies reading skills and strategies used by readers, offers recommendations for test administration, including skills to watch for, and lists possible teaching objectives. The writing assessment section has a similar format. Each section includes a student assessment profile form. A glossary is also included. The support materials supplement the core kit by explaining more fully how assessment tasks can be selected, analyzed, and interpreted, and provides models of the assessment procedures. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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CORE KIT

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READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO

Core Kit

Prepared by

Sue Hood and Nicky Solomon

A Fitzsimmons, Acting Director and Government Printer, South Australia

National Curriculum Resource Centre
Adelaide 1988

READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO Core kit

First edition produced and distributed
for the AMEP by the NCRC 1988

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In Stage One

The 'Sun' for 'Road Runners';

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The 'Sun-Herald', for 'Migrants Ripped Off';

A.G.L. Sydney Limited for the gas bill;

The Council of the City of Sydney for the library membership application forms;

The Commonwealth Bank for the withdrawal form.

INTRODUCTION

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TO THE TEACHER

Who is the Kit for?

It is for use by classroom teachers who are interested in more detailed diagnoses of their learners' reading and writing needs.

It is for use by teachers in a very wide range of programs, with students from beginner to advanced levels.

It can be used at the beginning of a course and during a course of study, whenever the teacher needs information on reading and writing skills.

What does the Kit aim to do?

It aims to give a detailed diagnostic assessment of a learner's reading and writing skills and strategies.

It aims to help teachers define appropriate learning objectives and to evaluate learning.

How is the Kit organized?

Section A

The *Core Kit* presents a brief rationale, an outline of tasks and procedures, and frameworks for recording information. It is this section that you will probably want to refer to most often.

Section B

The *Support Materials* explains more fully how tasks can be selected, analysed and interpreted and provides models of the assessment procedures.

Before you use the Kit, read carefully the pages:
'How to use the Reading Assessment Kit' and
'How to use the Writing Assessment Kit'.
Then familiarize yourself with the rest of the materials.

What are the outcomes?

Profiles of individual learner's strengths and weaknesses in reading.

Profiles of individual learner's strengths and weaknesses in writing.

Statements of learning objectives.

NOTE: a separate Kit (Stage One) has been developed to assist those involved in initial interview of learners for placement and referral purposes.
In NSW Adult Migration Education Service this is carried out by teachers especially seconded to that role.

RATIONALE

Why is this Kit designed for the classroom teacher to use?

1. A detailed diagnostic assessment of reading and writing will *not* be necessary for all learners in all programs. ***It is for the classroom teacher to decide, in the light of the overall objectives of their program, how these instruments and procedures apply to them and how they might best be used.*** They may be used with all learners in the class, with a group within the class or with one or two individual students.
2. ***Diagnostic assessment is seen as an important part of the course design process.*** It is an aspect of the needs analysis of learners and an important step in the process of deciding on learning objectives and of evaluating learning.

Course design is an on-going process. It doesn't just occur pre-course or in the initial stages of a course. Learning objectives change in response to feedback from evaluation, and to the changing needs, interests and abilities of learners throughout a course. ***So procedures for the diagnostic assessment of learners must be available on an on-going basis throughout a course.***

Why suggestions and not prescriptions?

1. As indicated in the Learner Type Descriptions (see pp.5-6), the range of (Adult Migration Education Service) AMEP learners with some need to develop their reading and writing, is extremely diverse. It would be impossible to provide a small number of set tasks and one procedure that would allow the necessary diagnostic information to be obtained for all these different learner types. However, ***the Kit does provide suggestions for tasks and procedures that might be appropriate for different types of learners.***
2. Assessment procedures will vary according to the type of learner, the type of text being used and the particular skills and strategies you want to observe. A range of assessment procedures are therefore provided, rather than one set procedure. ***This range of procedures allow you to focus on both the product, (that is, how effectively the student has read or written) and the process (that is, how he or she went about it).***

3. In line with a communicative approach to language teaching and testing, it was considered very important that assessment instruments and procedures reflect as far as possible the communicative needs of learners. That is, that learners are assessed in terms of their ability to perform communicative tasks that relate to their needs and interests. ***The responsibility for the choice of tasks to use for assessment must rest with the teacher and the learners.***

Why a profile and not a proficiency level?

1. A basic principle in the design of these assessment instruments and procedures is the understanding that there is *not* a hierarchy of skills that can be related to levels of proficiency. That is, we cannot say that at, for example, ASLPR 1- a learner will be able to use skills and strategies a, b, c, d, while at ASLPR 2, a learner will be able to use skills and strategies a, b, c, d, e, f, g. Rather ***the skills and strategies which a learner is able to employ will depend on the type of text being read or written, how familiar the subject matter is, how familiar the type of text is, what additional clues are available in terms of pictures, context, and so on.*** For this reason ***the profile obtained of the learner has a built-in description of the task, and the comments made are directly related to that task.*** The teacher may conclude from an assessment profile that a learner needs to further develop skills and strategies in order to be able to handle that kind of task, or he/she may conclude that the learner should attempt to apply their skills to more complex, less familiar tasks.

LEARNER TYPE DESCRIPTIONS

The Learner Type Descriptions below were developed as part of the Stage One Assessment Kit. They are intended to supplement the profiles of learners obtained at initial interview, and to assist program managers to take literacy needs into account in decisions about placement of learners and about courses to offer.

They are broad categories of learners, reflecting the diverse range of AMEP clients. Each category provides an indication of the relative priority of reading and writing in language learning, and an indication of the kinds of reading and writing needs that might be anticipated.

In *Stage Two Support materials* on p.3, you will find support materials that suggest suitable assessment tasks for each Learner Type Description.

1. Low oral proficiency.
Illiterate in L1.
Problems with reading and writing in English.

Needs to develop reading and writing for survival needs and to assist in language learning.
2. Low oral proficiency (AMES 0 → 1.0)(ASLPR → 0+).
Literate in L1.
Reading and writing skills in English commensurate with oral language skills.

Needs to develop reading and writing for survival needs and to assist in language learning.
3. Range of levels of oral proficiency (AMES 1.0 →)(ASLPR 1 →).
Formal education in L1.
Some formal EFL or ESL background.
Reading and writing skills in English at least commensurate with oral language skills.

Wants to develop all skills in English for work or study purposes.
4. Higher oral proficiency (AMES 1.5 →)(ASLPR 1 →)
Literate in L1.
Reading and writing skills in English commensurate with oral language skills.

Wants to develop reading and writing as part of general language development or wants to focus on oral language development.

5. Informal contact with English and some conversational language
(AMES 1.0 → 2.0) (ASLPR 0+ → 1).
Formal education in L1.
Often non-roman script background.
Reading and writing skills lag behind oral language skills.
- Needs to develop all aspects of English language.
Needs initial emphasis on the development of reading and writing skills in English.
6. Higher oral proficiency (AMES 2.5 →) (ASLPR 1+ →).
Reading and writing skills in English lag behind oral language skills.
Reading and writing skills may range from illiteracy in English through to intermediate levels.
- Needs to develop reading and writing in English.
7. Higher oral proficiency (AMES 2.5 →) (ASLPR 1+ →).
Reading and writing skills in English lag behind oral language skills.
Reading and writing skills may range from illiteracy in English through to intermediate levels.
- Wants to improve oral language skills.

READING ASSESSMENT KIT

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HOW TO USE THE READING ASSESSMENT KIT

Select a suitable reading task. (See pp.8-9) *

More than one reading task may be needed to give a comprehensive picture of a learner's reading skills and strategies.

Consider the reading skills and strategies that may be appropriate for that task.

(See p.10) *

Decide on assessment procedure(s) that are appropriate for your learner and for the type of task. *

Use the Reading Profile Sheet to record comments on

- a) **the type of text used**
- b) **the student's reading skills and strategies.**

Use a separate profile sheet for each task given.

Comment on the features that seem relevant to *you*.

Your comments may be very brief in some instances and quite detailed in others.

Use these comments to help formulate teaching objectives.

Keep these sheets as an on-going record of the development of the student's reading skills.

You may find it useful to keep the Profile Sheets for each student in a separate folder.

* See also *Stage Two Support Materials* for further guidelines and models of assessment procedures.

LIST OF READING TASKS

There are numerous tasks that can form the basis of reading assessment procedures. For the adult learner they may include any of the following:

General

understand traffic signs (e.g. Stop, One Way, Give Way, No Parking);
understand shop signs (e.g. Butcher, Supermarket, Chemist);
understand signs in the street (e.g. Open, Closed, Hours of Opening, Take Away Food);
understand signs in buildings (e.g. No Smoking, Exit, Entrance, Ladies/Gents);
understand signs on buses (e.g. Express, Non-Stop, First Stop);
identify relevant food or household items from a shopping catalogue;
identify cost of selected items;
identify food and drink items on a menu;
use bus/train/ferry timetables;
find name on class lists;
use a calendar;
use a telephone directory (e.g. to find emergency number or number of a friend);
understand food or product labels (e.g. 'use by' dates, instructions, warnings);
follow written instructions (e.g. to use telephone, to buy a drink or a ticket from a vending machine);
follow recipe instructions;
understand medicine labels (e.g. the dosage, dangers);
understand clothing labels;
understand bills (e.g. electricity, telephone, gas);
understand CES job ads;
understand appointment cards (e.g. from a doctor or dentist);
understand short messages left at home (e.g. by a friend, Telecom, Gas Co.);
understand telephone messages;
understand greeting cards and messages;
understand invitations;
understand children's notes from school;
understand letter from AMES about an interview or class times;
understand brochures (e.g. Australia Post, Child Care facilities, Infectious diseases);
use a dictionary to find meaning of particular words;
use a map or street directory;
understand racing and betting guides;

List of reading tasks

continued

understand postcard from friend/family;
understand a personal letter from friend/family;
understand a formal letter (e.g. accompanying a bill from a government body);
use reference books as a source of information;
understand a short story;
understand a novel;
understand essays;
understand essay questions.

Reading the newspaper

Newspapers contains many types of texts. The following tasks are relevant to reading a newspaper:

use indexes (e.g. to find TV Guide, sports pages, lottery results);
use TV, entertainment and radio guides;
understand advertisements;
understand headlines;
understand newspaper articles, editorials, letters to the editor, advice columns);
understand classified ads (e.g. employment, rental, for sale, trades);
understand sports results.

Reading tasks in the classroom

There are many classroom reading tasks which can be part of an assessment procedure. They include:

follow written instructions (e.g. in textbooks, on worksheets and other classroom activities such as role cards and survey sheets);
understand notes written on the board;
understand exercises in textbooks (e.g. cloze passages, dialogues, passages with comprehension questions, matching exercises, puzzles);
use content pages and indexes;
interpret diagrams and maps;
sequence texts;
understand other students' writing.

READING SKILLS AND STRATEGIES

The following list identifies many of the sub-skills a reader uses. They combine to enable him/her to extract meaning from a written text. A necessary accompaniment to these skills is confidence in approaching the task:

- ability to identify English script;
- ability to identify type of text and purpose through use of contextual clues;
- ability to understand the organization of ideas in the text;
- ability to understand relations between parts of the text;
- ability to understand sentence structure;
- ability to use punctuation to construct meaning;
- ability to recognise key words or phrases;
- ability to understand meaning in pictures and diagrams;
- ability to understand numbers;
- ability to identify letters of the English alphabet;
- ability to read fluently;
- ability to predict meaning using knowledge and experience before reading;
- ability to predict meaning using knowledge and experience while reading;
- ability to skim for the general idea;
- ability to scan for specific information or words;
- ability to work out the meaning of unfamiliar words from:
 - the semantic clues;
 - the syntactic clues;
 - the graphophonic clues.
- ability to adapt reading strategies to the task;
- ability to use reference skills:
 - alphabetical order;
 - numerical order;
 - categorical organization.
- ability to adapt strategies when the meaning is lost;
- ability to understand the main ideas;
- ability to understand the meaning in detail;
- ability to understand information not explicitly stated;
- ability to detect the attitude of the writer.

READING ASSESSMENT PROCEDURES

Consider the following procedures.

- NOTE**
1. Your choice of procedure(s) will depend on
 - (a) who the learner is
 - (b) the type of text you choose
 - (c) what you want to observe
 2. With each assessment task you may use one or more than one procedure.
 3. Before beginning to assess a student's skills, briefly explain to the student the purpose of the assessment and the procedures you will use.

1. *Preview reading*

This is a useful initial procedure for all students.

For students with minimal reading skills in English it may be the only procedure used or it may be linked with **Locating information**.

For students with a wider experience in reading it may be used as a preliminary activity for other procedures.

Instruct the student to look quickly over the text to see what it is about. (A time limit may be given.)

Observe what the student does.

- Does she begin at top left corner and attempt to read every word?
- Does she glance over text?

Ask questions, e.g.

- Do you have any idea what it is about?
- Do you recognize any parts/words?
- Have you seen anything like this before (in English or L1)?
- What was that about?

If the student doesn't know what the text is about, instruct her to look at specific parts of the text, such as headlines, pictures, opening paragraphs, logos.

Check that the student can understand these parts.

Ask again what she thinks it might be about.

Skills to observe for:

confidence in approaching task;
ability to identify type and purpose of text through use of contextual clues;
ability to understand meaning in pictures and diagrams;
ability to recognize key words or phrases;
ability to understand numbers;
ability to predict meaning before reading;
ability to skim for the general idea;
ability to adapt reading strategies to the task.

2. Locating information

A useful procedure for all students.

Ask the student to find information which can be fairly readily identified by scanning the text. For example, ask questions like: How many? How much? Where? When? Who?

Skills to observe for:

- confidence in approaching task;
- ability to recognize key words or phrases;
- ability to understand numbers;
- ability to scan for particular information or words;
- ability to work out the meaning of unfamiliar words from:
 - the semantic clues;
 - the syntactic clues;
 - the graphophonic clues.
- ability to adapt reading strategies to the task;
- ability to use reference skills:
 - alphabetical order;
 - numerical order;
 - categorical organization.

3. Reading aloud

(See Stage Two Support Materials for examples)

Useful to observe the extent to which a student is reading for meaning and the strategies that he/she uses to do so.

It will be unsuitable for students with minimal knowledge of language, except when applied to very short simple texts such as contextualized social sight words.

Ensure that the text is suitable for reading aloud, for example, a bus timetable would not be suitable.

(a) Recording miscues

Instruct student to read a text aloud.

Ensure that the text is suitable for reading aloud, i.e. that it is appropriate to read the whole text.

Explain that you are not concerned with pronunciation, but that you will ask later what it was about.

Observe and mark the student's miscues on a separate copy of the text. (You can record the student's reading on a cassette if you need to.)

Use these symbols.

ERROR	SYMBOL	
Non-response	<u>work</u>	Needs prompting after a few seconds or ask for word
Substitution	play work	Write substitution above appropriate part of text
Insertion	for ^{his} Λ work	Indicate by insertion sign, and write inserted word above
Omission	work	Circle word, words, or parts of words
Repetition	<u>work</u>	Underline words repeated
Correction	© play work	Place small © beside corrected word
Reversal	work ~ hard on	Symbol that shows which parts of letters, words, phrases or clauses have been interchanged
Hesitation	work/hard	Hesitation between two words

Skills to observe for:

ability to read fluently:

- hesitating;
- chunking or reading word by word;
- skipping over unfamiliar words and reading on or stopping frequently to decode or ask for confirmation.

confidence in approaching task:

- willingness to undertake the task;
- hesitating, asking for confirmation.

ability to predict meaning while reading:

- making semantically appropriate substitutions;
- making miscues which reflect the student's spoken English;
- recognizing when meaning is lost and attempting to self-correct (through reading ahead, rereading or close scrutiny of grapho-phonetic clues);
- using appropriate pausing and intonation.

strategies for working out the meaning of unfamiliar words:

- reliance on semantic clues;
- reliance on syntactic clues;
- reliance on grapho-phonetic clues.

(b) Retelling
(if appropriate to
the text)

Ask the student to retell what the passage is about, or ask specific questions to determine the student's comprehension.

Check understanding of, for example, the main ideas, the meaning in detail, the attitude of the writer.

NOTE: if comprehension is limited, allow student time to reread silently.

Skills to observe for:

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words or phrases;

ability to understand numbers;

ability to predict meaning while reading;

ability to work out the meaning of unfamiliar words from:

- the semantic clues;
- the syntactic clues;
- the graphophonic clues.

ability to understand the main ideas;

ability to understand the meaning in detail;

ability to understand information not explicitly stated;

ability to detect the attitude of the writer.

4. Comprehension questions

The usefulness of this procedure depends on the questions asked. The form of the questions will determine what you can tell about the student's comprehension (i.e. whether the student has understood the main ideas, the meaning in detail, the implicit meaning, the attitude of the writer).

This procedure is difficult to apply to students with little spoken English (without L1 support!)

Instruct the student to read the text to him/herself.

Ask questions which can determine the student's understanding of, for example, key words and phrases, the structure of the text, main ideas, information not explicitly stated, the attitude of the writer.

Skills to observe for:

confidence in approaching task;
ability to identify type of text and purpose through use of contextual clues;
ability to understand the organization of ideas in the text;
ability to understand the relations between parts of the text;
ability to understand sentence structure;
ability to use punctuation to construct meaning;
ability to recognize key words or phrases;
ability to understand meaning in pictures and diagrams;
ability to understand numbers;
ability to read fluently;
ability to predict meaning while reading;
ability to understand the main ideas;
ability to understand the meaning in detail;
ability to understand information not explicitly stated;
ability to detect the attitude of the writer.

5. Sequencing

(See *Stage Two Support Materials* for examples)

This is useful for students with wider reading experience:

who need to understand texts in detail, either for work or study purposes;

who need to be familiar with the devices used in creating cohesive texts, to apply to their own writing.

The procedure reveals the student's knowledge of the overall structure of a text and the cohesive devices used.

The type of text and the content should be relevant to the learner and ***the text must be cohesive.***

Give the student a text with scrambled sentences/paragraphs.

NOTE

It is best to cut up the text into sentences/paragraphs. Often newspaper articles are inappropriate for this activity as they lack cohesion.

Before using any text for sequencing, try it yourself to determine what cohesive devices are used.

Ask the student to order or number the sentences/paragraphs to form a cohesive text.

Ask the student to explain his/her reasons for sequencing in this way.

Analyse the completed text.

Skills to observe for:

confidence in approaching task;
ability to identify type of text through use of contextual clues;
ability to recognize key words or phrases;
ability to understand relations between parts of the text;
ability to understand the organization of ideas in the text.

6. Cloze

(See Stage Two Support Materials for examples)

For learners with a wider experience in reading (e.g. Learner Types 3 and 4) cloze allows us to assess knowledge of vocabulary, sentence structure and text structure.

For learners who have very poor reading skills in English, little knowledge of language and/or poor learning strategies it is not an appropriate procedure. In those cases it does not allow you to observe the strategies the learner uses.

Give the student a text in which words have been deleted. Do not delete any words in the opening sentence or two. For a general assessment delete every fifth word (not less than every fifth word). To assess particular areas of knowledge you may delete particular classes of words.

Ask the student to read the passage and fill in the missing words.

Observe the process and analyse the completed text.

Skills to observe for:

- confidence in approaching task;
- ability to understand the organization of ideas in the text;
- ability to understand relations between parts of the text;
- ability to understand sentence structure;
- ability to use punctuation to construct meaning;
- ability to recognize key words or phrases;
- ability to predict meaning while reading;
- ability to work out the meaning of unfamiliar words from:
 - the semantic clues;
 - the syntactic clues.

READING PROFILE SHEET

NAME _____ DATE _____

LEARNER TYPE _____

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible) _____

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

Skills

- identify English script
- identify type of text and purpose
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using
 - semantic clues
 - syntactic clues
 - grapho-phonetic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

**GENERAL
COMMENTS**

**POSSIBLE
TEACHING
OBJECTIVES**

A LIST OF READING OBJECTIVES

The following list is just an indication of some possible objectives in the development of reading abilities. Where possible they should state the type(s) of text that would be relevant and appropriate (e.g. 'to develop confidence in approaching the reading of newspaper articles about current events');

- to develop confidence in approaching reading tasks;
- to identify type of text and purpose through use of contextual clues;
- to recognize degrees of formality in writing;
- to understand the organization of ideas in the text;
- to understand the relations between parts of the text;
- to be able to use sentence structure to construct meaning;
- to be able to use punctuation to help construct meaning;
- to recognize key words or phrases;
- to understand the meaning in pictures and diagrams;
- to interpret the function of numbers from their form;
- to develop fluency in reading;
- to develop a range of reading strategies and to be able to adapt reading strategies to the task;
- to develop strategies to use when meaning is lost;
- to develop strategies for predicting (drawing on prior knowledge and experience) before reading a text;
- to develop strategies for predicting while reading;
- to develop the strategy of skimming;
- to be able to read for the gist of a text;
- to develop the strategy of scanning;
- to be able to locate specific information in a text;
- to develop strategies for working out the meaning of unfamiliar words using clues from
 - a) the known content of the text (semantic)
 - b) the structure of the text (syntactic)
 - c) the letters in the word (grapho-phonic).
- to develop reference skills including
 - a) the use of alphabetical order;
 - b) the use of numerical order;
 - c) the use of categorical organization.
- to be able to read for the main ideas;
- to be able to read for a detailed understanding;
- to be able to understand information not explicitly stated;
- to recognize degrees of formality in writing;
- to be able to detect the attitude of the writer.

WRITING ASSESSMENT KIT

HOW TO USE THE WRITING ASSESSMENT KIT

Select a suitable writing task. (See pp.24-25) *

More than one writing task may be needed to give a comprehensive picture of a learner's writing skills and strategies.

Consider the writing skills and strategies that are appropriate for that task. (See p.26) *

Give the student the task and follow the suggested procedures.

Use the writing profile sheet to record comments on:

(a) the task given;

(b) the student's writing skills and strategies.

Use a separate profile sheet for each writing task given.

Comment on the features that seem relevant to *you*.

Your comments may be brief in some instances and quite detailed in others.

Use these comments to help formulate teaching objectives.

Keep these sheets as an on-going record of the development of the student's writing skills.

You may find it useful to keep the Profile Sheets for each student in a separate folder.

* See *Stage Two Support Materials* for further guidelines and models of assessment procedures.

LIST OF WRITING TASKS

As with reading, there are numerous tasks that the teacher can use to observe and assess a student's writing. They may include any of the following:

General

fill in a form giving personal information (e.g. for unemployment benefits, a telephone service, a savings account);

fill in deposit/withdrawal slips;

write a cheque;

fill in a CES job card;

write a telegram (eg. giving important news);

address an envelope;

write a greeting card;

write an invitation;

write a brief message (eg. to milkman, friend);

write a note to child's teacher;

write a telephone message;

write a postcard from a holiday;

write a journal;

write reminder notes in a diary;

write a personal letter;

write a covering letter for a cheque;

write a letter of complaint;

write a letter asking for advice;

write a letter to the editor;

write a job application letter;

write a curriculum vitae;

write a job canvassing letter;

write a report (eg. accident report at work);

write a summary of a given article;

write a short story;

write an essay.

Writing tasks in the classroom

The following classroom writing tasks may also be used for assessment purposes:

copy notes or lists from the blackboard;

handwriting exercises;

fill in survey forms;

fill in worksheets (e.g. grammar drill exercises, answers to comprehension questions, write or complete dialogues);

write a response to a written or spoken text;

write a description;

note-taking while listening to teacher/cassette/other students or watching video.

WRITING SKILLS AND STRATEGIES

The following list identifies many of the sub skills a writer uses. They combine to enable the writer to communicate meaning through a written text. A pre-requisite for their use is confidence in approaching the task:

- knowledge of the names of the letters of the alphabet;
- ability to write the letters of the alphabet in lower case;
- ability to write the letters of the alphabet in upper case;
- fluency and consistency of script;
- ability to organize ideas in an appropriate way;
- ability to use appropriate layout for the task;
- ability to use appropriate register for the task;
- ability to create a cohesive text through the use of reference;
- ability to create a cohesive text through the use of substitution/ellipsis;
- ability to create a cohesive text through the use of conjunctions;
- ability to create a cohesive text through the use of lexical cohesion;
- ability to structure sentences with sufficient accuracy for the task;
- knowledge of vocabulary appropriate to the task;
- ability to spell with sufficient accuracy for the task;
- ability to punctuate with sufficient accuracy for the task;
- ability to write numbers in the appropriate form;
- ability to use strategies for getting started (e.g. making notes, making a plan);
- ability to use strategies for drafting and editing (e.g. rereading, identifying and correcting errors, extending, deleting, reorganizing, rewriting);
- ability to use a range of spelling strategies (e.g. visual memory, word patterns, morphemic knowledge, phonic knowledge, mnemonics, syllabification, fluency and speed, dictionaries);
- ability to use strategies to compensate limited linguistic knowledge (e.g. asking for assistance, copying from other source).

WRITING ASSESSMENT PROCEDURES

NOTE: before commencing to assess a student's skills, briefly explain to the student the purpose of the assessment and outline the procedures you will use.

1. Give the student a writing task.
Where possible link the task to a previous reading activity.
Make sure that the student understands what the task is and what he/she is required to do.

Explain:	the purpose	e.g.	to leave a message; to write a report; to write an opinion; to write a letter; to make a complaint; to provide information;
	the audience	e.g.	a friend or relative; an employer; a prospective employer; a company; a supervisor; a newspaper editor;
	the topic	e.g.	explaining a delay; machinery breakdowns; smoking on public transport; lack of service in a department store; information about work experience; family and personal news;
	the setting (if applicable)	e.g.	at home; at work; in the bank; at the gas company.

2. Provide time and an unpressured atmosphere to complete the task.
3. Assess your student's writing by using the Writing Profile Sheet as a guide.

WRITING PROFILE SHEET

NAME _____ DATE _____

LEARNER TYPE _____

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task)

SKILLS (mark those appropriate to the task)

COMMENTS

Confidence in approaching the task

- willingness
- hesitation

Coherence of message

- the overall clarity of the message

Script

- ability to write upper and/or lower case letters
- knowledge of the names of the letters of the alphabet
- fluency and consistency of script

Construction of the text

- organization of ideas
 - order of presentation of information
 - paragraphing
 - layout
 - register
 - appropriateness of vocabulary
 - appropriateness of sentence structure
- cohesion
 - reference i.e. pronouns
 - substitution/ellipsis
 - conjunctions
 - lexis
- sentence structure
 - tense
 - word order
 - use/omission of articles
 - use/omission of auxiliaries
 - subject and verb agreement
 - use of prepositions
- vocabulary, adequate for the task
- spelling, accurate for the task
- punctuation, accurate for the task
- number, appropriate to their function

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

GENERAL COMMENTS

POSSIBLE TEACHING OBJECTIVES

A LIST OF WRITING OBJECTIVES

The following list is just an indication of some possible objectives in the development of writing abilities. Where possible the objectives should state the type(s) of text that would be relevant and appropriate e.g. 'To develop confidence in approaching the writing of personal letter'.

- to develop confidence in approaching writing task;
- to be able to write down words spelled aloud;
- to write the letters of the alphabet in upper and lower case as is appropriate;
- to write fluently and with consistency of script;
- to organize ideas in an appropriate way in a text;
- to use appropriate layout in a text;
- to use the appropriate register in a text;
- to become familiar with the use of reference;
- to become familiar with the use of substitution and ellipsis;
- to become familiar with the use of conjunctions;
- to become familiar with the use of lexical cohesion;
- to develop knowledge of vocabulary and sentence structures;
- to use appropriate sentence structures in a text;
- to spell with sufficient accuracy for the task;
- to use appropriate punctuation conventions for a task;
- to write numbers in the appropriate form;
- to develop strategies for getting started e.g. making notes, making a plan;
- to develop strategies for drafting and editing e.g. rereading, identifying and correcting errors, extending, deleting, reorganizing and rewriting;
- to develop a range of spelling strategies e.g. visual memory; word patterns, morphemic knowledge, phonic knowledge mnemonics, syllabification, fluency and speed, dictionaries and other resources;
- to develop strategies to compensate for limited linguistic knowledge e.g. asking for assistance, copying from other sources.

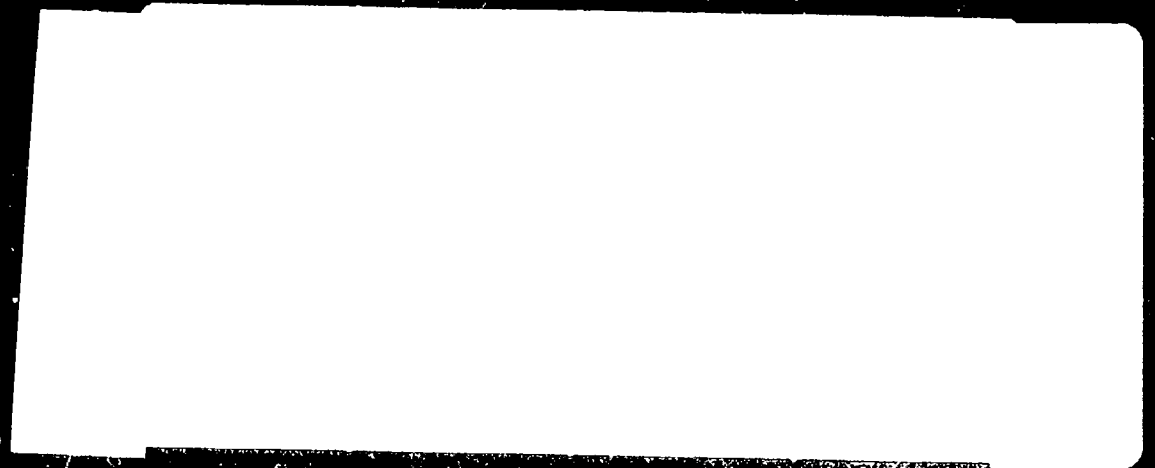
GLOSSARY

Coherence :	the sense a message makes.
Cohesion :	the way a text is bound together to create a whole meaningful unit.
Cohesive devices or ties :	the linguistic elements (i.e. conjunctions, reference system, substitution or ellipsis, lexical cohesion) that hold the text together.
Contextual clues :	the non-linguistic features (e.g. pictures, diagrams, logos, colours, headings, layout, bold-print and the physical setting) that provide meaning.
Drafting :	the process of getting ideas on paper.
Editing :	the process of changing and developing ideas while drafting, or after a draft has been completed.
Ellipsis :	where the part of the text that refers back is left unstated, e.g. 'They're going out, but I don't want to [go out]'.
Graphophonic clues :	clues from the letters, letter combinations, and the sounds they represent.
Key words :	content words that provide important clues to the overall meaning of the text.
Lexical cohesion :	the relationship of vocabulary items to the same semantic field through reiteration or collocation.
Miscues :	errors made when reading.
Mnemonics :	ways of remembering rules or spelling patterns.
Morphemic knowledge :	knowledge of word roots and inflections, such as suffixes and prefixes.
Phonic knowledge :	knowledge of letters, letter combinations, and the sounds they represent.
Prediction :	making informed guesses about the meaning of a text before and while reading.
Reference skills :	being able to locate information where it has been organized systematically (alphabetically, numerically or categorically).
Reference system :	the words used to refer to objects, individuals or places mentioned elsewhere in the text.
Register :	the characteristics of the language used to signify a particular genre. These will depend on <ul style="list-style-type: none"> • field— the content area • mode— the channel of communication • tenor— the relationship between the reader and the writer.
Scanning :	locating specific information in a text while ignoring the rest.
Semantic clues :	what we already know about the topic (from the text and our own experience).
Sentence structure :	the grammar at the sentence level, i.e. how words are organized to construct meaning.

Skills :	what abilities you need to have in order to do something.
Skimming :	looking quickly over a text to get a general idea of what it is about.
Strategies :	the processes used in order to do something.
Substitution :	words used to link parts of the text by referring to objects named elsewhere, e.g. 'If I buy a new car, you can have the old one'.
Syllabification :	breaking the word into syllables and dealing with each segment individually.
Syntactic clues :	clues from the sentence structure (i.e. the grammar).
Tasks :	purposeful real-life activities where some communication takes place.
Visual memory :	recalling the way a word looks, including its length, shape and letter sequence.
Word patterns :	groups of words that have similar sound-symbol correspondences, such as eat/heat/meat.

**STAGE
TWO**

R



**Support
materials**

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42

READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO Support materials

Prepared by
Sue Hood and Nicky Solomon

A Fitzsimmons, Acting Director and Government Printer, South Australia

National Curriculum Resource Centre
Adelaide 1988

READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO Support materials

First edition produced and distributed
for the AMEP by the NCRC 1988

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Renaissance Centre
127 Rundle Mall
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SOUTH AUSTRALIA 5000

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in Stage One

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The Council of the City of Sydney for the library membership application forms;

The Commonwealth Bank for the withdrawal form.

GUIDELINES FOR SELECTING TASKS

Introduction

There are several factors that you need to consider in selecting tasks to use for assessment:

The learner

goals and interests;
familiarity with spoken and with written language;
familiarity with the type of text (layout, register, text structure);
familiarity with the content (subject matter and cultural knowledge);
familiarity with the processes involved in reading and writing;
confidence.

The type of text

size (length of text);
clarity of print or script;
complexity/density (the detail and complexity of the information, the layout);
amount of contextual clues in texts for reading (photos, diagrams, logos, headings);
the register (reflection of purpose, topic, type of message, audience).

The procedures to be used

the amount of detail required in reading comprehension.

Matching learner types to relevant tasks

(See the Learner Type Descriptions in Stage Two Core Kit pp. 5-6)

Learner Type 1

Because the learner will have little knowledge of English, and little contact with written language:

- reading texts chosen must be highly relevant to the individual learner and offer a great deal of contextual support;
- tasks should be limited in their scope (i.e. require minimal knowledge and skills);
- both reading and writing tasks should reflect the spoken language that is being developed in the classroom.

In assessing Learner Type 1 students, it is important to note the following:

- it is assumed that such learners will have difficulty performing very low level reading and writing tasks. It will not be appropriate therefore to carry out a diagnostic assessment pre-course or at the initial stages of a course;
- the procedures could, however, be used during the course, and they will provide some guidance on objective setting;
- L1 support would be a valuable aid in the assessment of such learners.

Suitable tasks might include:

Reading understand information on a simple form;
understand signs in context (e.g. Stop, Telephone, One Way, Exit, Bus Stop);
understand prices and dates;
understand bills and accounts;
understand supermarket advertising brochures;
understand notes on the blackboard (e.g. vocab lists, experience stories);
understand worksheets and activity cards (e.g. instructions, pictures and diagrams).

Writing

fill in a simple form (e.g. write name and address, telephone number);
spell own name and address;
write a simple message (e.g. a name, telephone number and a time);
copy notes from blackboard (e.g. vocabulary and spelling lists, simple narratives, oral language drills);
complete worksheets (e.g. circle correct items, fill in missing words);
write some content words known orally.

Learner Type 2

In choosing suitable reading and writing tasks we need to take into account that

- the learner may have limited familiarity with Australian cultural environment, and a limited exposure to written English and knowledge of structures and vocabulary;
- tasks should reflect the language that is being developed in the classroom;
- reading texts where the content is familiar or where layout and contextual clues support meaning will be suitable.

Suitable tasks might include:

Reading

understand simple forms;
understand road/shop signs;
understand signs on buses;
understand notices (e.g. opening hours/appointment cards);
follow operating instructions on a vending machine;
understand bills/accounts;
understand personal messages;
use a calendar;
follow instructions in a textbook, on worksheets or activity cards;
understand simple narratives (e.g. student's stories).

Writing

fill in a form;
write a message to a friend;
write a postcard;
write a story about personal experiences;
write a message in a greeting card;
copy notes from board;
fill in a survey form;
complete a worksheet (e.g. fill in missing words, circle correct answer).

Learner type 3

A formal ESL or EFL background usually means that the learner has at least a passive knowledge of English. He/she may well have had more contact with written than with spoken English and therefore may feel more confident with the former. Consider that

- the learner's level of language development will determine how linguistically complex a text may be;
- for newly-arrived learners, care should be taken to select tasks which are not too specific to the Australian cultural environment;
- where possible, reading and writing tasks should reflect the specific goals of the learners, that is, in the areas of job seeking, job promotion and further study.

Suitable tasks might include:

Reading

1. *work purposes*

understand notices and messages;
understand reports;
understand memos;
understand job advertisements;
understand operating/safety manuals;
understand formal letters.

2. *study purposes*

understand news articles (eg. editorials, feature articles, letters);
use reference books to locate information;
understand sample essays;
understand instructions on exam papers;
understand essay questions.

Writing

1. *work purposes*

fill in a detailed form;
write a job application;
write a resume;
note-take from both written and spoken texts;
take down a telephone message;
write a report;
write a memo;
write a notice for a notice board;
write a formal letter;
write a reference.

2. *study purposes*

fill in a detailed form;
note-take from both written and spoken texts;
write a summary;
write an essay.

Learner Type 4

Familiarity with the Australian cultural environment may vary considerably, so

- for newly arrived learners, texts should not be too culturally specific;
- the levels of language development will also vary.

At lower levels

- shorter reading texts with more contextual clues will be suitable ;
- writing tasks should focus on types of texts which are closer to spoken language and where accuracy is not necessary.

At the higher levels

- longer and more linguistically-complex reading texts will be appropriate;
- writing tasks may involve more complex and formal language, less familiar content and so on.

Tasks may reflect both classroom uses of reading and writing and wider social and employment contexts.

Suitable tasks might include:

Reading

understand notes and messages;
understand postcards;
understand personal letters;
understand notices;
understand newspaper and magazine articles;
understand business/semi-formal letters;
follow written instructions;
understand written dialogues.

Writing

fill in a detailed form;
write a message;
take a telephone message;
write a personal letter;
write a semi-formal letter;
write a job application;
take notes from both written and spoken texts.

Learner Type 5

Although the learner will be familiar with written forms of language in L1, and have some strategies for reading and writing, he/she may have had little contact with written English and perhaps little contact with a roman script language. Consider the following:

- reading texts where layout and contextual clues support meaning will be suitable;
- they should not be too long or complex;
- the subject matter should be relevant and should reflect the learner's familiarity with Australian cultural environment. knowledge of spoken English, goals and interests;
- the reading tasks should not demand too much detailed knowledge of the topic;
- the writing tasks should focus on types of texts that are close to the spoken form of English.

Suitable tasks might include:

Reading

understand key items on a form;
understand notices (e.g. opening hours/appointment cards);
follow instructions (e.g. on a vending machine);
understand advertisements;
understand bills and accounts;
use timetables ;
understand product labels (e.g. food, household goods);
understand simple handwritten messages;
understand simple narratives.

Writing

fill in a form;
write a personal message;
write a greeting card;
write a story about personal experience;
take down a telephone message;
complete worksheets;
fill in surveys;
fill in banking forms;
write a cheque;
address an envelope.

Learner Types 6 and 7

These include students across a wide range of abilities in reading and writing in English.

Before selecting tasks it will be necessary to have some idea of what sorts of reading and writing the student can do. Oral questioning will probably be sufficient for this purpose.

For a beginner student, that is, a student with minimal reading and writing skills in English,

- reading texts need to be highly contextualized;
- the subject matter needs to be personally relevant and to reflect the student's knowledge of Australian culture and his/her goals and interests;
- reading tasks should not require too much detail;
- writing tasks need to focus on type of texts that are close to spoken English, where accuracy is not required and where the message is not too complex.

For a student with wider experience in reading and writing in English,

- reading texts may be less contextualized, less personally relevant and more complex in terms of content and language;
- the tasks can be more demanding in terms of the amount of detail required;
- writing tasks may be more complex and involve less familiar subject matter;
- the type of texts should reflect the student's needs and may include more formal types of registers.

NOTE: for *Learner Type 6* the focus will be on reading and writing. For *Learner Type 7* the focus may be on spoken language, but it is likely that reading and writing will play a significant role in the classroom.

Suitable tasks might include:

Reading	understand shop/street signs; understand notes and messages; understand personal letters; understand semi-formal letters; follow instructions (e.g. on medicine labels); use TV guides; understand banking forms; understand school letters; understand newspaper articles with accompanying photos; understand short stories; understand brochures; understand job ads (e.g. at the CES, in the classifieds).
---------	--

Writing

- fill in a simple form;**
- write a story about personal experience;**
- fill in a banking form;**
- write a letter to school (e.g. explaining child's absence);**
- write a postcard;**
- write a telegram;**
- fill in a detailed form;**
- write a semi-formal letter;**
- write a job application.**

READING SUPPORT

1. Examples of tasks and texts


For each example of a task below, there is

- (a) a list of some of the key features of that text;
- (b) a list of skills and strategies that could apply to the reading of that text.

NOTE: skills may vary, for example, from one form to another, or from one classified advertisement to another. It will, be necessary therefore, for you to determine what skills are appropriate to the text you have chosen.

Task 1

Understanding the information required in a *library application form*



THE COUNCIL OF THE CITY OF SYDNEY
CITY OF SYDNEY PUBLIC LIBRARY MEMBERSHIP APPLICATION
PLEASE WRITE ALL PARTICULARS IN BLOCK LETTERS

TITLE (MR/MRS/MISS/MS etc)

SURNAME

GIVEN NAMES

STREET NUMBER and NAME

SUBURB POSTCODE

PHONE NO. DATE OF BIRTH SEX M ☐ F ☐

EMPLOYER/UNIVERSITY/SCHOOL/etc

ADDRESS

SUBURB POSTCODE

L 2

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(a) *Key features of text:*

contextual clues

logo

layout, dotted lines

typed print

key words

surname, given names

street, suburb, phone, etc.

specific information to scan for

any of the items on the form, or

instructions on how to write (e.g. BLOCK LETTERS)

(b) *Skills to look for:*

confidence in approaching the task;

ability to identify the type and purpose of text through the use of contextual clues;

ability to recognize key words and phrases;

ability to predict meaning before readvertising;

ability to predict meaning while reading;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words.

Task 2 Understanding an **appointment card**

Dr. Freda Mills B.D.S.(Syd.) Dental Surgeon	
3.30 pm Wed. 11 th Oct.	
253 2122	1st Fl. N.Z.I. Building 999 Pitt St Sydney, 2000
376 5998	EMERGENCY AFTER HOURS

(a) Key features of text:

contextual clues

layout, size, typed print

key words

dental

dentist's name

time, date, phone number

numbers

time, date

telephone number, postcode

specific information to scan for

the time of the appointment

the address of the surgery

the number to ring in an emergency

possibly unfamiliar words

emergency

abbreviations, e.g. Fl.

(b) Skills to look for:

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to recognize key words or phrases;

ability to understand numbers;

ability to identify letters of the English alphabet;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words;

ability to understand the meaning in detail;

ability to adapt reading strategies to the task.

Task 3

Understanding a report of an injury in the workplace

Form 27/130 (April '85) N38 (25-4)		NOTICE OF INJURY Workers Compensation Act 1926, as amended (Section 53(4))	
Industry: Public Utility Entries should, if practicable, be made in ink			
			Claim No.
Section (i): To be completed by injured Worker in block letters.			
1			
Surname of Injured Worker		Other names	
MATKOVIC		GEORGE	
Private Address			
39 PERCIVAL RD, STANMORE		Post Code 2048	
Staff No.	Age	Occupation	
287782.1	38	MAINTENANCE MAN	
2			
Operation in which Worker was Engaged at Time of Injury			
UNLOADING PIPES + FITTINGS FROM TRUCK			
Date of Injury		Time of Injury	
11/11/87		10:15 a.m./p.m.	
Address at which Injury Occurred			
FRENCH ST, KOGARAH			
Nature of Injury			
RIGHT KNEE - SEVERE PAIN			
Cause of Injury			
THE LOAD ON THE TRUCK SUDDENLY SHIFTED.			
THREE PIPES FELL OFF TRUCK HITTING ME ON RIGHT KNEE			
Remarks			
TAKEN TO DOCTOR IMMEDIATELY			
WILL RESUME WORK MONDAY 17 th NOV.			
Address		Signature	
		G. Matkovic	
		Date 12/11/87	

(a) Key features of text:

contextual clues
layout, boxed lines
typed print

key words
injury
surname
nature of injury

numbers
date, time
address
staff number

specific information to scan for
any items on the form, e.g. time of injury
where to sign

Important details
nature of injury
cause of injury
remarks, e.g. when will he return to work.

(b) Skills to look for:

confidence in approaching task;
ability to identify type of text and purpose through the use of
contextual clues;
ability to understand the organization of ideas in a text;
ability to recognize key words and phrases;
ability to understand numbers;
ability to predict meaning before reading;
ability to predict meaning while reading;
ability to skim for the general idea;
ability to scan for specific information;
ability to work out the meaning of unfamiliar words;
ability to understand main ideas;
ability to understand the meaning in detail.

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Please phone for interview on:

457-9733

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DUTIES INCLUDE:

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Wage preparation, records and



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We are an equal opportunity company. 03227903



BOOKKEEPERS

519K PA PLUS CAR ALLOW
SOUTHERN & WEST SUBS

2 POSITIONS AVAILABLE
(1 PERM, 1 12 MTHS)

Community welfare organisation requires 2 exp bookkeepers. Duties include wages, ledgers, cash books, financial returns etc. Kaia-mazoo exp is desired. Benefits include 35 hr week, travel allowance. Reliable vehicle req.

683-3188

After 9am Monday for interview.
ACTION STAFF LN 627 03226946

BRICKLAYERS LABOURER
Western suburbs. Phone 528 9010 03227502

BOOKING CLERK/ DISPATCHER

18 years plus Eastern Suburbs. Experienced with telephone. Good knowledge of Sydney area. Service attitude a must. Motor spares or accessories experience an advantage. Phone The Manager. 387 4999 Monday from 9am. 03228818

BOOKKEEPER

CENTRAL COAST
Furniture retail exp required. \$400 P.W. Perm position. Please phone (043) 24-2572 after 9am Mon. STAFF FORCE LN 900 03227965

BUILDING QUALITY ASSURANCE OFFICER

RICE DAUBNEY ARCHITECTS are seeking.

QUALITY ASSURANCE OFFICER with a background in building or Architecture related to on-site construction supervision. The successful applicant will be responsible for quality assurance inspection and reporting for a major health building currently under construction in Sydney. This appointment is for an on-site position during the period of construction, and an opportunity exists for continuity of involvement with further projects. If you know you have the right qualities to participate in the continued growth and development of our successful practice contact Mr Simmons at:

RICE DAUBNEY ARCHITECTS
97 Pacific Highway
Nth Sydney NSW 2060
(Ph No: area (02) 928 0577) 03227454

The Home Care Service of New South Wales is an Equal Opportunity Employer. The City of Sydney Branch invites written applications for the position of:

BOOKKEEPER

Responsible to: Branch Manager.
Responsible for: Maintenance of all financial records in the Branch.

DUTIES:

- Prepare payroll and maintain subsidiary records.
- Maintain Debtors Ledger, produce Aged Trial Balance and follow up of outstanding accounts.
- Maintain Branch Cash Book.

BUILDERS LABOURER Manly area Must have host certificate 939 2388 or 849 6713 a/h 03231022

BUS DRIVER
Experienced drivers with Class 3, 4 or 5 licence required for Suburban Bus Service. Apply Mon-Fri after 9am to 305 Victoria Rd. Rydalmere 03226068

BUS DRIVERS

Casual and permanent staff required. Class 3, 4, or 5 Drivers Licence. Call 9am-12noon North & Western Bus Lines 1 Monash Road, GLADESVILLE 03225468

BUTCHER See Self Employment Opportunities column 03230328

CABINET MAKER - SKILLED
Kitchen Cabinet maker to work with Kestell Kitchens, also manufacture of imported Light Kitchens. German language an advantage. 634 3395 for further particulars. 03230399

CABINET MAKERS
New progressive joinery shop requires self motivated tradespersons to join our present team. Attractive wages & conditions. For an interview phone Neil Stagg on 632 8648 9am-5pm Mon-Fri. M.D. JOINERY, GUILDFORD 03230412

CABINETMAKER INSTALLERS
Kitchen company requires 2 cabinet makers installers. Must have references. Phone Laurie 604 4877 03223203

CABINETMAKER

Req. for furniture manufacturer. Tradesperson only. Ph 602 6161 03228904

CAR DETAILER casual, required by large panel shop. Seven Hills area. Could be permanent position. Must be experienced. Contact Paul Newton on 824 5900 or a/h 848 9927 03226271

CAR WASHER youth needed to wash cars. busy detailing shop, must have current licence. Ph 712 2802 03226004

CARPENTER Partition work, city area, must be able to work with minimum supervision. Immediate start, good wages. 708 1212 03221362

CARPENTER Experienced in office partition manufacture & installation. Wages negotiable. Plenty O/TIME & possible sub-contract work. Ph.519 3656 Sat. 587 2552 Sun 03226041

CARPENTER Qualified tradesperson 20-30 years with experience in building construction required to carry out a variety of building skills. Must have own transport. Willing to work inner & north western suburbs. Immediate start & good wages. Ph (045)72 3572 all hours. 03228903

CARPENTERS wanted, 10 experienced carpenters to work on form work. Hard work for good wages. Ph (042) 75 1788. 03226187

CARPENTERS AND JOINERS

(a) Key features of text:

contextual clues

layout, columns, typed print
bold-print headings, logos

key words and phrases

Employment
names of jobs
suburbs, phone numbers
requirements, e.g. experience, driver's licence

numbers

salary
phone numbers, times.
Specific information to scan for
the salary, the contact number
the location, etc.

possible unfamiliar words

abbreviations, e.g. a/h., suit., exp., hr. p.w.

Important details

specific qualifications required for a job
duties involved in a job
how to apply

(b) Skills to look for:

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand the organization of ideas in a text;

ability to recognize key words or phrases;

ability to understand numbers e.g. time, phone number address;

ability to use punctuation to construct meaning;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words (including abbreviations);

ability to adapt reading strategies to the task;

ability to use reference skills;

- alphabetical order
- categorical organization

ability to understand the main ideas;

ability to understand the meaning in detail;

ability to understand information not explicitly stated.

Task 5 Understanding a *semi-formal* letter from a real estate agent

P.O.Box 1295
Paddington
NSW 2021

B&J WILLIS & COMPANY
PTY. LIMITED
(EST. 1896)
REAL ESTATE AGENTS
144 OXFORD STREET, PADDINGTON

17th July, 1988

Miss Miller
3/94 Surrey Street
Darlinghurst NSW 2010

Dear Miss Miller,

RE: Lease 3/94 Surrey Street, Darlinghurst.

It is now more than 12 months since your rent was increased and due to increased costs, rates, etc. the owner has no alternative but to increase your rent to the current market value.

As from the 13th August, 1988 the rent will be \$150 per week.

However, should you not agree please advise us in writing giving one month's notice so that we may make alternative arrangements to re-let the property.

Yours sincerely,

(Ms) P.M. Willis
Property Manager

(a) Key features of text:

contextual clues

layout of letter, 'Dear...'
letterhead paper
typed

key words

name of estate agent
own name and address
rent, increase, 13 August \$150

numbers

dates, addresses, amount

specific information to scan for

the amount to be paid
the date of the increase

possibly unfamiliar words

lease, property, alternative

important details

the reasons for the increase
the alternative to paying the increased rent

(b) Skills to look for:

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand the organization of ideas in a text;

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words and phrases;

ability to understand numbers, e.g. address, date, amount;

ability to read fluently;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategies to the task;

ability to understand main ideas;

ability to understand meaning in detail.

Task 6 Understanding a gas bill



AGL Sydney Limited (Incorporated in NSW)
P.O. Box 2107 North Sydney, NSW 2059

CUSTOMER NUMBER

1 5 7 . 8 1 4 0 0 7 1

AGL Sydney Limited
P.O. Box 2107 North Sydney, NSW 2059
Tel. (02) 922 8000 Account Enquiry
(02) 922 8888 Service And Appliance Repairs

MR D. AVVENEVOL
14 TIMOR STREET
DARLINGHURST
NSW 2010

SERVICE ADDRESS
AVVENEVOL & SONS
22 TIMOR STREET
DARLINGHURST
NSW 2010

PERIOD 01/07/88 - 30/09/88

PLEASE NOTE INCREASE IN PRICE OF GAS
EFFECTIVE FROM JANUARY 1, 1988

VISIT YOUR LOCAL GAS CENTRE TODAY AND
SEE THE NEW AGL EXCLUSIVE ROOM HEATERS

Meter Reading		Factor	Daily Average		Tariff Code	Block of Consumption	Rate in Cents	AMOUNT
Present	Previous		This Year	Last Year				
6308	5241	35.9537	15	14	ECO	1325 MJ	1.5330	20.31

Amount \$	FINAL DATE FOR PAYMENT	10/10/88	TOTAL DUE	20.31
-----------	------------------------	----------	-----------	-------

Teller / / Date Received	GAS INSTANT CONTROL SAVES ENERGY
--------------------------------	----------------------------------

(a) Key features of text:

contextual clues
logo, layout

key words
gas, total, own name and address

numbers
dates, phone number address, amount, customer number

specific information to scan for
the due date
the address to send it to
the customer number

important details
what to do if you want a receipt

(b) Skills to look for:

confidence in approaching the task;
ability to identify type and purpose of text through use of contextual clues;
ability to recognize key words and phrases;
ability to understand numbers;
ability to predict meaning before reading;
ability to predict meaning while reading;
ability to scan for specific information.

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Migrants ripped off



Picture by GREG WHITE

FACING EVICTION: The Chelmons with Maria, 4, and baby Ashurina

By SUSAN TAYLOR

NON-ENGLISH-speaking migrants in Sydney's west are being discriminated against by estate agents and ripped off by landlords, say housing officials.

They say some landlords play on the tenants' poor knowledge of English to make them sign their rights away on forms they do not understand.

Landlords are cheating tenants out of their bond money and getting them to unwittingly agree to carry out vital repairs.

Eloise Murphy, of the Fairfield-Liverpool Tenants Advice Service, said a basic communication problem was the first stumbling block for migrants.

"It is difficult to prove, but some agents discriminate against non-English-speaking applicants because the market is so tight they can afford to be more exclusive when they pick as a tenant," she said.

"Tenants are asked to sign a range of documents. They are often asked to sign another form, without reading or understanding it, and that's the bond claim form the tenant is supposed to sign at the end of the tenancy."

Two meetings held recently by the service in Fairfield and Liverpool raised more tales of rip-offs. They included:

- Tenants of a 17-year-old block of flats in a "terrible condition" believing they have to carry out major repairs.

- Two non-English-speaking families in the same block having to share one stove because the landlord refused to mend the other one.

- A Chinese man who found he had signed over the whole of his \$360 bond to his landlord.

- A Chilean mother-of-three whose landlord refuses to do repairs to a leaking bedroom, which is unusable when it rains.

Mary Anne Veliscek, migrant resource worker with the NSW Tenants Union, claims the tribunal system, where tenants can complain about a rent increase, is unfair for non-English-speaking people who have to defend themselves against more articulate estate agents.

She wants information on bonds and leases made available to non-English-speaking tenants in several languages from estate agents.

(a) Key features of text:

contextual clues
layout, headline,
typeset in columns, photo

key words

migrants ripped off, discrimination, cheating
landlords, estate agents, tenants
non-English speaking
bond money, repairs

specific information to scan for

in which area of Sydney?
particular cases, e.g. the Chinese man

important details

the reasons why migrants are vulnerable
the specific problems that have arisen

possibly unfamiliar words

rip-offs, discriminate,
articulate, stumbling-block

(b) Skills to look for:

confidence in approaching the task;
ability to identify type and purpose of text through use of contextual clues;
ability to understand meaning in pictures;
ability to recognize key words or phrases;
ability to use punctuation to construct meaning;
ability to read fluently;
ability to predict meaning before reading;
ability to predict meaning while reading;
ability to skim for the general idea;
ability to scan for specific information;
ability to work out the meaning of unfamiliar words;
ability to adapt reading strategies to the task;
ability to understand the main ideas;
ability to understand the meaning in detail;
ability to detect the attitude of the writer.

Task 8 Understanding a personal message

4:15pm

Paul,

Your brother rang

Ring him as soon as you

get in on 571791 - it's

urgent!

Jimmy

(a) *Key features of text:*

contextual clues

layout

handwritten

key words

names

brother, rang, urgent

numbers

phone number, time

specific information to scan for

who wrote the message?

what's the number to ring?

what time was the message taken?

possible unfamiliar words

urgent.

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type of text and purpose through use of contextual clues;

ability to recognize key words or phrases;

ability to understand numbers;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategies to the task;

ability to understand the main ideas;

ability to understand the meaning in detail.

					
TEABAGS 100's POT OR CUP	SOAP POWDER 1.5 kg	JUST JUICE 6 x 250 ml ASSTD.	BIG BEN PIES FROZEN 170 g ASSTD.	CHOCOLATE 200 g ASSORTED	
1⁹⁹	3⁹⁹	1⁹⁹	59^c	1⁴⁹	

Reprinted with permission from Coles New World Supermarkets.

(a) *Key features of text:*

contextual clues

layout, pictures, prices
typeset

key words

names of items, e.g. tea bags, chocolate
prices of items, e.g. 59c, 1.99

numbers

prices, quantity, weight, number

specific information to scan for

the prices of specific items,
e.g. how much are the tea bags?
the number of items for the price,
e.g. how many cartons of juice for \$1.99?

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type of text and purpose through use of contextual clues;

ability to understand meaning in pictures and diagrams;

ability to recognize key words or phrases;

ability to understand numbers e.g. price, quantity;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategy to the task.

Task 10 **Understanding a letter from school**

WIMBERLEY PRIMARY SCHOOL

May, 1987

Dear Parents,

Term 2 Family Contributions

Family contributions for term two are now due and we hope that you will support the P & C's major fund raiser once again.

This year we have already spent \$7000 on replacing and adding to the computers with more bills to come. This means that a good response to the family contribution scheme is essential if we are to continue to fund the day to day expenses as well as make major purchases.

The next major project is a new photocopier for the Chisholm building and the continuation of turfing of areas of the playground.

The family contribution scheme is now K-6. The money is used for the benefit of every child from Kindergarten to Year 6 and we hope that you will support the P & C in its efforts to provide better facilities for your children.

For your interest details of all income and expenditure are presented at every P & C meeting.

Suggested rates are as follows:

Single child - \$15.00

Family - \$20.00

Please send your contribution as soon as possible - a receipt will be given to your child to take home to you.

With thanks,

The P & C Executive

(a) Key features of text:

contextual clues

layout of letter ('Dear...', etc.)
typed.

key words

Wimberley Primary School
P&C, family contributions
single child, \$15
family, \$20

specific information to scan for

how much has been spent so far?
what on?
how much is a family contribution?

possibly unfamiliar words

contributions, income, expenditure, turfing

important details

why contributions are needed
what the next project is

(b) Skills to look for:

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand the organization of ideas in the text;

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words or phrases;

ability to understand numbers;

ability to read fluently;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategies to the task;

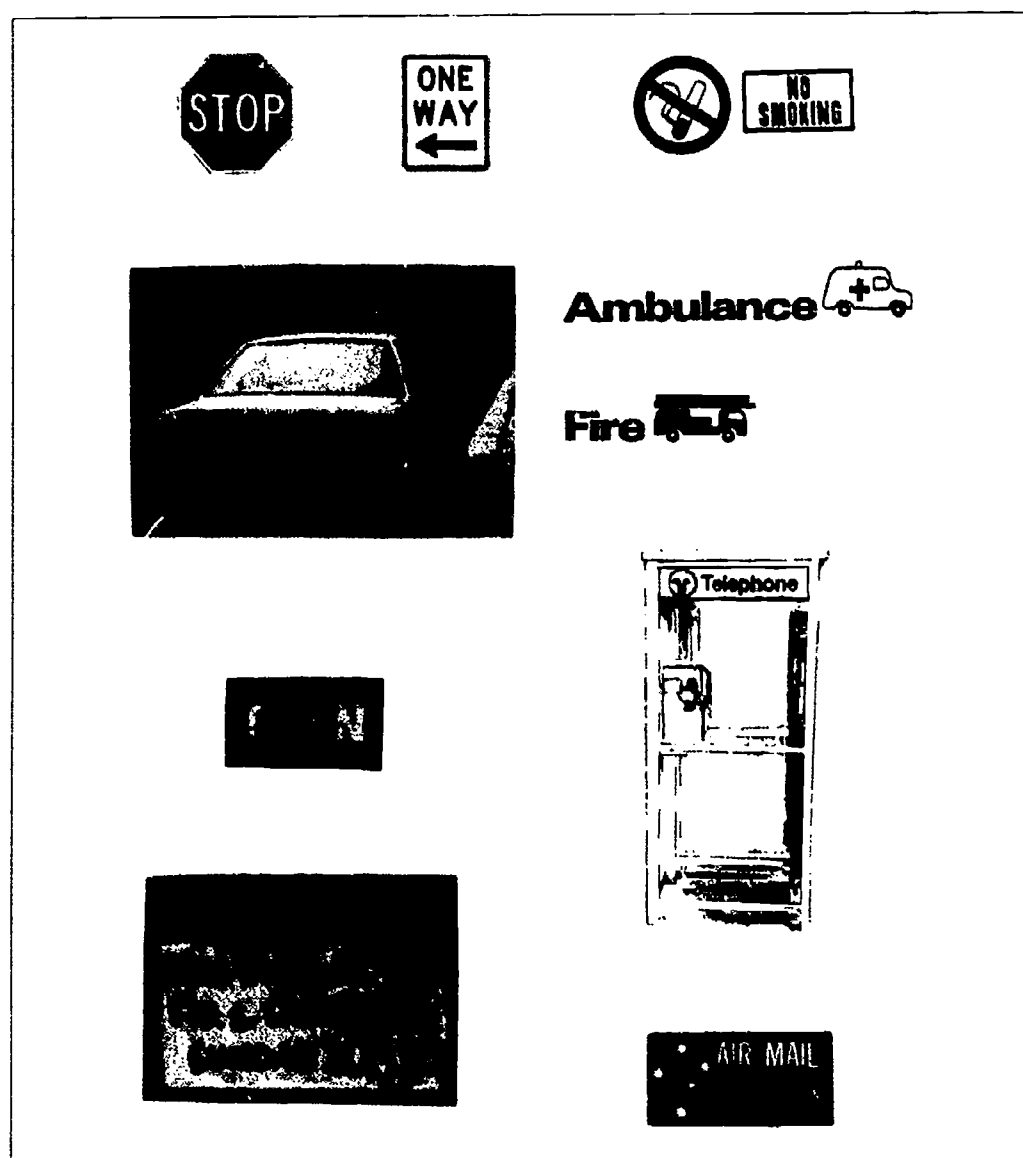
ability to understand the main ideas;

ability to understand the meaning in detail.

2. Illustration of procedures

(a) Recording miscues

SIGHT WORDS	STOP ✓	<i>on way / on may</i> / ONE WAY	NO SMOKING ✓
	POLICE ✓	AMBULANCE	<i>f---</i> / FIRE
	<i>pen...</i> OPEN	TELEPHONE ✓	AIRMAIL
SIGN/LABEL	TRADING HOURS		
	MON.-THURS.	✓ 9 a.m.-10 p.m.	
	<i>free</i> FRI. & SAT.	✓ 9 a.m.-11 p.m.	
	SUNDAY ✓	10 a.m.-10 p.m.	



READING PROFILE SHEET

NAME Lin

DATE 20.5.87

LEARNER TYPE 2

DESCRIPTION OF TASK: (Comment on type of text, complexity, clarity, familiarity, etc. and attach copy if possible)

Page of social words in context i.e., with appropriate lettering logos etc.

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

not very willing to take risks, to guess
often made no attempt (limited language
obviously words marked (✓) were contributed to

Skills

- identify English script
 - identify type of text and purpose – contextual clues helped in recognition of some sight words
 - understand organization of ideas in the text
 - understand relations between parts of the text
 - understand sentence structure
 - understand punctuation
 - recognize key words and phrases
 - understand meaning in pictures/diagrams
 - understand numbers
 - identify letters of the alphabet
- words marked (---) showed no recognition / made no attempt on the shop sign – did not recognise type or overall meaning. Recognised only 'Sunday' and numbers. for 'fire' – indicated she understood meaning but did not know word.

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using – tried a phonic attack unsuccessfully with 'open', 'one way' + 'Fet'
- semantic clues
- syntactic clues
- grapho-phonetic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost
- used contextual clues to get meaning of 'fire' otherwise – no response.

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

recognised about half of the signs/words.

GENERAL COMMENTS

Lacks strategies for prediction and confidence to take risks
Needs exposure to written English (in context)

POSSIBLE TEACHING OBJECTIVES

- To use short, contextualized texts, with familiar content (e.g. shop signs, product labels, advertisements)
- to develop confidence and risk taking in reading
 - to develop strategies for predicting meaning (before & while reading)
 - to develop strategies for working out the meaning of unfamiliar words (from contextual clues, from the meaning of the surrounding text)
 - to develop the strategy of skimming over a text to see if any parts are familiar.
 - to become familiar with some common social sight words in context.
 - to broaden knowledge of English vocabulary and structures.

2/120 Bourke St.,
East Sydney
29th May

Dear Allen,

How are you? I'm/sorry I/haven't ^{had had not wrote} written for/so long. I've
been very busy at work ^{letter} doing a lot of ^{let} overtime— but/things/
are/^{great} getting a little/^{letter, big} bit/better/now.

We have/just/moved to a new flat. It's/^{is} great. It has a good
→ good condition ^{clean} view of the city, and it's close to the station. We are very/
happy here.

s-day- Sally-he
/Say 'hello' to your/family for ^{my} me and please write back
soon.

All the best,

Martin.

READING PROFILE SHEET

NAME Noor DATE 30.11.86
LEARNER TYPE 6

DESCRIPTION OF TASK: (Comment on type of text, complexity, clarity, familiarity, etc. and attach copy if possible) short personal letter hand written in clear script learner familiar with this type of text.

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

Not very confident but willing to take a risk.

Skills

- identify English script
- identify type of text and purpose ✓
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases ✓
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

recognised this as a personal letter from the 'you'.

aware of the structures at phrase level (e.g. 'so far') but not at sentence level - so unable to use syntax to help maintain meaning. In substituting 'condition' for 'view' was looking for something that collocated with 'good'.

Strategies

- read fluently
- predict before reading ✓
- predict while reading ✓
- skim
- scan
- work out the meaning of unfamiliar words, using semantic clues ✓
- syntactic clues
- grapho-phonetic clues - substitutions
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

some chunking of familiar expressions - but much hesitation + reading word by word

familiar with sorts of content matter and expressions common to this context

always willing to guess, substituted many words from an appropriate semantic field (e.g. great, letter, condition, clean city)

some substitution from own spoken language

usually showed same grapho-phonetic relationship to original word.

Comprehension

- main ideas ✓
- meaning in detail
- implicit meaning
- attitude of the writer

picked up main ideas only

GENERAL COMMENTS

- willing to guess but not picking up on syntactic clues; and unable to recognise when inappropriate substitutions made
- able to get the main ideas - but not detailed meaning

POSSIBLE TEACHING OBJECTIVES

- To use personal letters and messages
- to develop an awareness of how they are organized and what content is appropriate;
- to become familiar with appropriate words, expressions and sentence structures;
- to develop fluency in reading
- to develop strategies for
predicting meaning
skimming for the gist
- to develop strategies for working out the meaning of unfamiliar words
 - using the semantic context (the meaning of the surrounding text, the topic)
 - using the syntactic context (the grammar of the text)
- skipping over and reading on.

English

^{A(C)} AMES provides morning, afternoon and evening classes at regional education centres and in your suburb.

Courses include programmes for new arrivals, long-term residents, and classes with home language support. ^{They} There are also special courses in study skills, reading and ^{reading} writing, conversation and English for work. Other special courses may be arranged. Where possible students with common needs and interests are grouped together, ^{A(C)} e.g. people seeking work, women with small children, shift-workers, the elderly. ^{They} There are also facilities for individual study.

All courses are free. ^{children ever...} Free childcare is available at some ^{locat...} locations. For more information or to enrol in a class ^{of(C)} contact your nearest regional education centre or community co-ordinator.

READING PROFILE SHEET

NAME Cristina

DATE 20.5.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (Comment on type of text, complexity, clarity, familiarity, etc. and attach copy if possible)

short description of AMES courses from information brochure. Not supported by contextual clues; fairly dense with information.

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

good

Skills

- Identify English script
- Identify type of text and purpose
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure ✓
- understand punctuation ✓
- recognize key words and phrases ✓
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

appropriate pausing + intonation
unfamiliar with 'childcare'

Strategies

- read fluently ✓
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using
 - semantic clues
 - syntactic clues
 - grapho-phonic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

read fluently with few hesitations; skipped over unfamiliar words

substituted own form of spoken language (they/there)
read over unfamiliar words in order to maintain meaning
substitutions 'reading' and 'children' are attempts to get close enough to meaning

made quick attempt or skipped over and read on

omissions of word endings reflect pronunciation features self-corrected where miscues was syntactically impossible

Comprehension

- main ideas ✓
- meaning in detail
- implicit meaning
- attitude of the writer

picked up main ideas - some detail lost because of limited language.

GENERAL COMMENTS

Read quite confidently: able to transfer some strategies from L1 reading — and generally reading for meaning.

More contact with written English, across a variety of genres will allow her to become familiar with some of particular features of these genres — and so to process meaning more efficiently.

POSSIBLE TEACHING OBJECTIVES

To use more formally written texts (such as semi-formal / formal letters, reports, brochures, newspaper articles)

- to develop an awareness of the way such texts are organized
- to become familiar with the appropriate vocabulary and structures
- to become familiar with key words and expressions for particular types of texts and content areas
- to develop strategies for
 - predicting meaning (before & while reading)
 - skimming for the gist
 - working out the meaning of unfamiliar words
 - reading for detailed meaning

(b) Cloze

My Life in Sydney

When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city in the world— and it really is.

When I first arrived I was afraid of everything, because I couldn't speak any English or even understand what people said. Also the way people lived was so different to the way we lived in Korea.

Now, six months later, things are getting better, although I still worry about a few things.

My main fear is that I won't be accepted by Australians because of my different race, my different facial features, and my accent.

The English language is my second biggest problem, even though I studied English at high school in Korea for six years for four hours a week. My English isn't good enough for me to join in conversations with Australians, to read books and magazines without using a dictionary, or to get the sort of job I'd like.

Sometimes I miss my family back home. I don't have any family here, except for my husband. Still I guess I'm lucky because I have many Korean friends. I hope I will soon have some Australian ones too.

My Life in Sydney

When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city 'n the world— and it really is.

When I first arrived _____ was afraid of everything, _____ I couldn't speak any _____ or even understand what _____ said. Also the way _____ lived was so different _____ the way we lived _____ Korea.

Now six months _____, things are getting better, _____ I still worry about _____ few things.

My main _____ is that I won't _____ accepted by Australians because _____ my different race, my _____ facial features, and my _____.

The English language is _____ second biggest problem, even _____ I studied English at _____ school in Korea for _____ years for four hours _____ week. My English isn't _____ enough for me to _____ in conversations with Australians. _____ read books and magazines _____ using a dictionary, or _____ get the sort of _____ I'd like.

Sometimes I _____ my family back home. _____ don't have any family _____, except for my husband. _____ I guess I'm lucky _____ I have many Korean _____. I hope I will _____ have some Australian ones too.

My Life in Sydney

- (1) When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city in the world—and it really is.
- (2) When I first arrived sydney ^{It} was afraid of everything. and I couldn't speak any language or even understand what they said. Also the way of lived was so different custom the way we lived In Korea.
- (3) Now six months every, things are getting better. but I still worry about another few things.
- (4) My main thing is that I won't _____ accepted by Australians because _____ my different race, my _____ facial features, and my idea.
- (5) The English language is a second biggest problem. even though I studied English at ~~the~~ High and middle High school in Korea for 6 ^{six} years for four hours a week. My English isn't _____ enough for me to understand in conversations with Australians. so read books and magazines understand using a dictionary, or understand get the sort of teacher I'd like.
- (6) Sometimes I went my family back home. Money don't have any family _____, except for my husband. but I guess I'm lucky because I have many Korean friend. I hope I will _____ have some Australian ones too.

READING PROFILE SHEET

NAME Lien

DATE 20.6.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (Comment on type of text, complexity, clarity, familiarity, etc. and attach copy if possible) *Close of a student written description of life in Australia. (every 5th word deleted) - familiar content.*

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

Skills

- identify English script
- identify type of text and purpose
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases ✓
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

satisfactory use of conjunctions (and, so, but, because, though)
"They" in para. 2 does not refer back to anything.

{ many inclusions fit semantically but not syntactically e.g. para. 2 'arrived Sydney' + para. 3 'another few things'

most inclusions relate to the topic of that paragraph - so was picking up key words and phrases

usually ok. except para. 6. 'but'

Strategies

- read fluently
- predict before reading
- predict while reading ✓
- skim
- scan
- work out the meaning of unfamiliar words, using
 - semantic clues ✓
 - syntactic clues x
 - grapho-phonetic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

many inclusions don't fit into sentence structure

Comprehension

- main ideas ✓
- meaning in detail
- implicit meaning
- attitude of the writer

GENERAL COMMENTS

Picked up the gist of the story and was able to substitute many words that were semantically appropriate – but unable to use the syntactic context to work out missing words.

POSSIBLE TEACHING OBJECTIVES

To develop awareness of sentence structure (e.g. subj. verb agreement, prepositions)

To use sentence structure to help predict meaning of unfamiliar words

To develop awareness of the role of pronouns in linking text together

To use a variety of written genres to become aware of their particular features.

My Life in Sydney

- (1) When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city in the world— and it really is.
- (2) When I first arrived I was afraid of everything, because I couldn't speak any English or even understand what people (they) said. Also the way Australian lived was so different from the way we lived in Korea.
- (3) Now six months later, things are getting better, but I still worry about a few things.
- (4) My main problem is that I won't be accepted by Australians because of my different race, my Asian facial features, and my (out look) eyes.
- (5) The English language is my second biggest problem, even though I studied English at The school in Korea for six years for four hours per week. My English isn't good enough for me to understand in conversations with Australians. I read books and magazines by using a dictionary, or to get the sort of informations I'd like.
- (6) Sometimes I Think about my family back home. I don't have any family here, except for my husband. but I guess I'm lucky to be here I have many Korean friends I hope I will be going to have some Australian ones too.

READING PROFILE SHEET

NAME Connie
LEARNER TYPE 3

DATE 23.6.87

DESCRIPTION OF TASK: (Comment on type of text, complexity, clarity, familiarity, etc. and attach copy if possible)

- Cloze of a student written description of life in Australia (every 5th word deleted)
- familiar topic

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

Skills

- Identify English script
- Identify type of text and purpose
- understand organization of ideas in the text
- understand relations between parts of the text ✓
- understand sentence structure
- understand punctuation ✓
- recognize key words and phrases ✓
- understand meaning in pictures/diagrams
- understand numbers
- Identify letters of the alphabet

able to use correct cohesive devices to link ideas in the text.

many words fit appropriately into sentence structure but some errors eg. para 2, para 5.

In some places she was unable to add just one word that was syntactically appropriate — but could do so by adding 2 or 3 words (para. 6)

all words added related to the topic
— Shows an understanding of key words in each paragraph.

except para. 5. 'I read books'
para. 6. 'but I guess'
'I have money'

Strategies

- read fluently
- predict before reading
- predict while reading ✓
- skim
- scan
- work out the meaning of unfamiliar words, using
 - semantic clues ✓
 - syntactic clues ✓
 - grapho-phonetic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

Comprehension

- main ideas ✓
- meaning in detail ✓
- implicit meaning
- attitude of the writer

**GENERAL
COMMENTS**

Able to understand the text in detail
Words added were appropriate to the content
of the passage and attempted all spaces.
Words added did not always fit into the
syntactical structure of the passage, or
more than one word had to be used to do so.

**POSSIBLE
TEACHING
OBJECTIVES**

To develop awareness of sentence structure
and text organization, using contexts
such as newspaper articles, formal
letters, reports, etc.

(c) Sequencing
Master text I.

14 Waratah St.,
Bondi 2026

12th June, 1987

Minister of Education
Parliament House

Dear Minister,

I am writing to express my deep concern regarding the Government's decision to cut education funding.

In particular, I was disturbed to learn of plans to increase class sizes and to abolish the free book allowance for disadvantaged children.

These measures seem to be very short-sighted responses to financial problems for several reasons.

Firstly, our future welfare depends on providing our young people with the best possible education.

Secondly, by showing a lack of commitment to high educational standards we will encourage a lack of confidence in this country on the part of the international community.

I strongly urge you, therefore, to reconsider this decision.

Yours sincerely,

Master text II.

15 Johns Street,
Westmead
NSW 2145

15th September 1986

The Manager
Best Motors
12 Bathurst Street
Parramatta NSW 2150

Dear Sir,

I wish to apply for the position of Apprentice Motor Mechanic advertised in the Daily Telegraph on 14th September 1986.

Although having left school only last year, I have had an interest in cars for some years. At school I took an elective in car maintenance and have been carrying out small maintenance jobs on my parents' car ever since.

Since leaving school I have worked on a regular part-time basis at the Shell Service Centre, Westmead, as a petrol pump attendant and general assistant. I have recently completed a pre-apprenticeship course in motor mechanics at Liverpool Technical College. I am also a member of the Parramatta Sports Car Club.

Enclosed is a copy of my résumé for your consideration, together with copies of two references.

I hope you will see from my background that I am well-suited to this position. I would be pleased to attend an interview at any time which is suitable to you.

Yours faithfully,

Student sequenced
text I.

14 Waratah St.
Bondi 2026
12th June, 1987

Minister of Education
Parliament House

Dear Minister,

I am writing to express my deep concern regarding the
Government's decision to cut education funding.

Firstly, our future welfare depends on providing our young
people with the best possible education.

In particular, I was disturbed to learn of plans to increase
class sizes and to abolish the free book allowance for
disadvantaged children.

Secondly, by showing a lack of commitment to high
educational standards we will encourage a lack of
confidence in this country on the part of the international
community.

These measures seem to be very short-sighted responses
to financial problems for several reasons

I strongly urge you, therefore, to reconsider this decision.

Yours sincerely,

READING PROFILE SHEET

NAME Edith

DATE 20.5.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (Comment on type of text, complexity, clarity, familiarity, etc. and attach copy if possible)

Sequencing—letter of protest—typed and cut into sentences

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

Skills

- identify English script
- identify type of text and purpose ✓
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

familiar with the format of formal letters
recognised layout features such as—name
address, opening & closure.

some knowledge of the
appropriate order of presentation
of ideas, e.g. need for an opening
sentence explaining purpose,
and a closing sentence
reiterating a request.

poor appreciation of cohesive links
e.g. 3 → 4 does not recognise the role
of 'in particular'—that is
signals exemplification of
'deep concern' not of how
'welfare depends on.. best
possible education'

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using
semantic clues
syntactic clues
grapho-phonetic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

6 'these measures' does
not refer back to
anything, and 'several
reasons' is not followed
by reasons.

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

**GENERAL
COMMENTS**

Has some awareness of layout of formal letters but is not familiar with the way the content of such texts is organized and unable to use cohesive devices to assist in ordering the text.

**POSSIBLE
TEACHING
OBJECTIVES**

To use a variety of types of formal letters eg. letters of opinion, of protest and complaint, stating a case and other formal texts such as editorials, essays

- to develop an understanding of the way those texts are organized and in particular the use of cohesive devices of reference and conjunction.

Student sequenced
text II.

15 Johns Street,
Westmead
NSW 2145

15th September 1986

The Manager
Best Motors
12 Bathurst Street
Parramatta NSW 2150

Dear Sir,

I hope you will see from my background that I am well-suited to this position. I would be pleased to attend an interview at any time which is suitable to you.

Since leaving school I have worked on a regular part-time basis at the Shell Service Centre, Westmead, as a petrol pump attendant and general assistant. I have recently completed a pre-apprenticeship course in motor mechanics at Liverpool Technical College. I am also a member of the Parramatta Sports Car Club.

I wish to apply for the position of Apprentice Motor Mechanic advertised in the Daily Telegraph on 14th September 1986.

Although having left school only last year, I have had an interest in cars for some years. At school I took an elective in car maintenance and have been carrying out small maintenance jobs on my parents' car ever since.

Enclosed is a copy of my résumé for your consideration, together with copies of two references.

Yours faithfully,

READING PROFILE SHEET

NAME Luis

DATE 20.5.87

LEARNER TYPE 3

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible)

Sequencing of a job application letter - typed and cut into paragraphs

SKILLS (Mark those appropriate to the task)

COMMENTS

Confidence

Skills

- Identify English script
- Identify type of text and purpose ✓
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases
- understand meaning in pictures/diagrams
- understand numbers
- Identify letters of the alphabet

familiar with the format of such letters e.g. placement of date, address signing off.

Unfamiliar with the organization of ideas appropriate to job application letters - e.g. - purpose for letter here is in the middle rather than at beginning.
- requests for interview at beginning rather than end.

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using
 - semantic clues
 - syntactic clues
 - grapho-phonetic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

✓ But 'this' in Para. 1. should refer to the position already mentioned.

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

**GENERAL
COMMENTS**

Unfamiliar with the appropriate organization of content in a job application letter.

**POSSIBLE
TEACHING
OBJECTIVES**

To use a variety of types of formal letters including job applications, requests for information, complaints etc..

- to develop an awareness of how they are organized; of the order of presentation of content - appropriate to the type of text.
- to become familiar with common opening and closing expressions.

**WRITING
SUPPORT**
*Illustration of
procedures*

- Task 1** You want to withdraw \$50 from your savings account. Your branch is Lakemba and your account number is 438640. Fill in the accompanying form.

COMMONWEALTH SAVINGS BANK OF AUSTRALIA		PLEASE USE BLOCK LETTERS	CSN 312 4 85
WITHDRAWAL	BRANCH ON PASSBOOK	CARTON HILL STRE	
Are you about to change your address? Please let us know.	PASSBOOK NUMBER	3678	
The passbook must be produced with this receipt.		DATE: 10/11/87	
RECEIVED THE SUM OF		121/100	
AMOUNT IN WORDS			
SIGNATURE OF DEPOSITOR		\$ 200	
INITIALS OF S.B.O.	— BANK USE ONLY —		FINAL BALANCE
DATE STAMP			

Reprinted with permission from the Commonwealth Bank.

WRITING PROFILE SHEET

NAME Fatima

DATE 14.6.87

LEARNER TYPE 5

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task)

*to fill in a bank withdrawal form
student unfamiliar with task*

SKILLS (mark those appropriate to the task)

COMMENTS

Confidence in approaching the task

- willingness
- hesitation

very hesitant, needed a lot of encouragement

Coherence of message

- the overall clarity of the message

message not clear

Script

- ability to write upper and/or lower case letters
- knowledge of the names of the letters of the alphabet
- fluency and consistency of script

*- mixes upper and lower case letters
- inconsistent script*

Construction of the text

- organization of ideas
 - order of presentation of information
 - paragraphing
- layout
- register
 - appropriateness of vocabulary
 - appropriateness of sentence structure
- cohesion
 - reference i.e. pronouns
 - substitution/ellipsis
 - conjunctions
 - lexis
- sentence structure
 - tense
 - word order
 - use/omission of articles
 - use/omission of auxiliaries
 - subject and verb agreement
 - use of prepositions
- vocabulary, adequate for the task
- spelling, accurate for the task
- punctuation, accurate for the task
- number, appropriate to their function

- items written in the wrong place

*- unfamiliar with key items
- spelling - not sufficiently accurate
- date written incorrectly*

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

- no evidence of drafting/
editing
(not appropriate here)

- vague idea of what some
words look like
e.g. 'tw' for 'two'

- couldn't copy accurately

GENERAL COMMENTS

Unfamiliar with the task and the
information required
Unfamiliar with the spelling of
key words
Script inconsistencies

POSSIBLE TEACHING OBJECTIVES

To become familiar with information
required on bank forms
To develop a range of spelling strategies
To become familiar with key words needed
to complete such forms
To develop a more fluent and consistent
script
To become aware of appropriate ways
of writing numbers, especially dates
and money.

Task 2 You want to enter this competition.
Fill in the form and address the envelope.

AND, as a special offer, 10 lucky Sun readers can win a set of six of these Australian recorded books. Just complete and send in the coupon below.

Sun • / RBC TALKING BOOK GIVEAWAY

Name SAMIRA EL CHAMI.....

Address 34 Lakemba Street.....

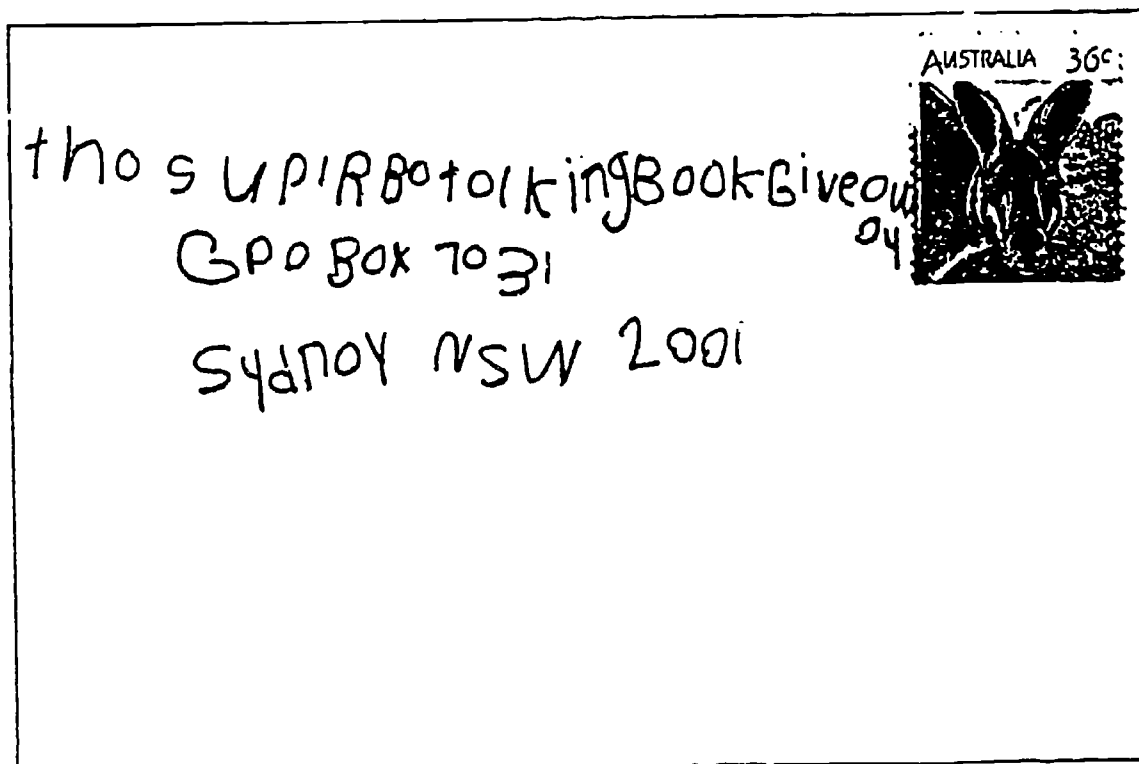
Tel No Postcode BELMORE

The first 10 entries drawn will each receive a set of 6 Australian recorded books including Judy Morris reading Ethel, John Mallon reading Louis Stone's *Jungle*, one of the earliest novels set in Sydney, Ray Barrett reading the Henry Lawson short stories.

Entries must be received no later than Monday May 11 1987. Winners will be notified by mail.

Send your entries to: The Sun/RBC Talking Book Giveaway
G.P.O. Box 7031
Sydney, NSW, 2001.

1 C06/2905



WRITING PROFILE SHEET

NAME SAMIRA

DATE 14.6.87

LEARNER TYPE L

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to fill in a simple form and to copy an address onto an envelope.

SKILLS (mark those appropriate to the task)

COMMENTS

Confidence in approaching the task

- willingness
- hesitation

Coherence of message

- the overall clarity of the message

the form is coherent but the envelope is unclear

Script

- ability to write upper and/or lower case letters
- knowledge of the names of the letters of the alphabet
- fluency and consistency of script

- irregular
- inconsistent

Construction of the text

- organization of ideas
 - order of presentation of information
 - paragraphing
- layout
- register
 - appropriateness of vocabulary
 - appropriateness of sentence structure
- cohesion
 - reference i.e. pronouns
 - substitution/ellipsis
 - conjunctions
 - lexis
- sentence structure
 - tense
 - word order
 - use/omission of articles
 - use/omission of auxiliaries
 - subject and verb agreement
 - use of prepositions
- vocabulary, adequate for the task
- spelling, accurate for the task
- punctuation, accurate for the task
- number, appropriate to their function

Form - suburb in wrong place
Envelope - layout inappropriate
no spacing between words

accurate on the form inaccurate on envelope
(copied what she saw) without understanding
no punctuation

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

— no evidence

— spelt own name and address from memory

GENERAL COMMENTS

- not familiar with the task of addressing an envelope or the appropriate layout to use.
- script problems — letter formation, spacing

POSSIBLE TEACHING OBJECTIVES

- to become familiar with the appropriate layout for addressing an envelope and features such as abbreviations and use of appropriate punctuation
- to develop a more fluent & consistent script
- to develop a range of spelling strategies

Task 3 You receive a small present from a friend.
Write a short note to say thank you.

— 25/5/87 7/502 BOTANY R.O. MASCOT N.S.W. 2020
MY DEAR. TITO. I GET YOUR BOX OF
CHOCOLLET. I AM VERY HAPPY
THANKU. VERY MUCH. SEE YOU
LETTER.
HARRY
HARRY

WRITING PROFILE SHEET

NAME HARY DATE 26.5.87
LEARNER TYPE 6

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to write a short note to a friend to thank him for a small present

SKILLS (mark those appropriate to the task)	COMMENTS
Confidence in approaching the task <ul style="list-style-type: none"> • willingness ✓ • hesitation 	
Coherence of message <ul style="list-style-type: none"> • the overall clarity of the message 	message is clear
Script <ul style="list-style-type: none"> • ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script 	mostly in upper case not a fluent script
Construction of the text <ul style="list-style-type: none"> • organization of ideas <ul style="list-style-type: none"> order of presentation of information ✓ paragraphing • layout • register <ul style="list-style-type: none"> appropriateness of vocabulary appropriateness of sentence structure • cohesion <ul style="list-style-type: none"> reference i.e. pronouns substitution/ellipsis conjunctions lexis • sentence structure <ul style="list-style-type: none"> tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions • vocabulary, adequate for the task • spelling, accurate for the task • punctuation, accurate for the task • number, appropriate to their function 	sequence of content is fine — not familiar with layout of date, address, Dear —, in a note inappropriate to sign such a note — use of present 'get' instead of past — inaccurate yet understandable; OK for a sympathetic reader

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

one instance of self-correction
'VERY'

using visual memory - but when
unsure resorts to phonic attack
eg. chicollet
+ thenku

GENERAL COMMENTS

- not familiar with the layout of informal notes / letters or appropriate punctuation
- needs to develop range of spelling strategies + to become familiar with some key words, common to this context
- writing is a reflection of the student's spoken language

POSSIBLE TEACHING OBJECTIVES

- To use the context of personal notes + letters to develop
- an awareness of appropriate layout
 - an awareness of appropriate punctuation
 - familiarity with some key / common words and expressions
 - to develop a range of spelling strategies
 - to develop an awareness of past tense markers.

Task 4 You visit a friend. She isn't home.
Leave a note to say you will telephone her later.

I came your home at two o'clock and I couldn't find you. I am going to call you at six o'clock when you come home ..

WRITING PROFILE SHEET

NAME Hassan DATE 25.5.87
LEARNER TYPE 3

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) Leave a note to a friend who is not at home, to say you will telephone later

SKILLS (mark those appropriate to the task)	COMMENTS
Confidence in approaching the task <ul style="list-style-type: none"> • willingness • hesitation ✓ 	
Coherence of message <ul style="list-style-type: none"> • the overall clarity of the message ✓ 	message clear
Script <ul style="list-style-type: none"> • ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script ✓ 	fluent script
Construction of the text <ul style="list-style-type: none"> • organization of ideas <ul style="list-style-type: none"> order of presentation of information ✓ paragraphing • layout • register <ul style="list-style-type: none"> appropriateness of vocabulary ✓ appropriateness of sentence structure • cohesion <ul style="list-style-type: none"> reference i.e. pronouns substitution/ellipsis conjunctions lexis • sentence structure <ul style="list-style-type: none"> tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions • vocabulary, adequate for the task • spelling, accurate for the task • punctuation, accurate for the task • number, appropriate to their function 	<p>sequence of information good - but omitted names</p> <p>vocab and sentence structures reflect st's spoken language</p> <p>— confusion between present + past use of 'come' + 'came'</p> <p>— use of come - may indicate limited vocab/expressions to convey the meaning here</p> <p>spelling accurate</p>

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

no evidence

GENERAL COMMENTS

POSSIBLE TEACHING OBJECTIVES

- Use the context of personal messages + letters to further develop
 - familiarity with appropriate layout
 - appropriate vocabulary and expressions
 - manipulation of sentence structures (with attention to past tense)
- To write longer more detailed personal messages/letters.

- Task 5** You won't be home when your children arrive home from school. Leave a note telling them where you are, when you'll be home, and what they can do while you are out.

Dear Jeanine.

I gone to the city buy more material for your dress. As you know I have finish it tonight. Please try cook some rice and potatoes for dinner

Thank

WRITING PROFILE SHEET

NAME Julia DATE 27.5.87
LEARNER TYPE 6

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) A note to the children to tell them where you are when you'll be home + what they can do.

SKILLS (mark those appropriate to the task)	COMMENTS
Confidence in approaching the task <ul style="list-style-type: none"> • willingness • hesitation ✓ 	
Coherence of message <ul style="list-style-type: none"> • the overall clarity of the message 	message is clear
Script <ul style="list-style-type: none"> • ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script 	fluent + consistent cursive script
Construction of the text <ul style="list-style-type: none"> • organization of ideas <ul style="list-style-type: none"> order of presentation of information ✓ paragraphing • layout • register ✓ <ul style="list-style-type: none"> appropriateness of vocabulary ✓ appropriateness of sentence structure • cohesion <ul style="list-style-type: none"> reference i.e. pronouns substitution/ellipsis conjunctions lexis • sentence structure <ul style="list-style-type: none"> tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions • vocabulary, adequate for the task • spelling, accurate for the task ✓ • punctuation, accurate for the task ✓ • number, appropriate to their function 	<p>ideas well organized</p> <p>appropriate for message</p> <p>- reflection of student's spoken language tense - pres. perfect - 'I gone' omission of 'to' in to buy have to finish to cook</p> <p>'Thank' - perhaps unaware of short form 'thanks' or full 'Thank you'</p> <p>accurate</p>

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

no evidence

GENERAL COMMENTS

- able to handle this task competently
- some problems with tenses indicated

POSSIBLE TEACHING OBJECTIVES

To use the context of longer, more detailed personal messages + letters to

- develop a greater awareness of tense marking in verbs

To develop familiarity + confidence with semi-formal registers in letter writing - e.g. letters to school letters to accompany cheques etc.

Dear Ruth.

Thank you for your lovely letter, just ~~came~~ arrived when I need more support from a good friend.

~~I~~ I got here on 3rd of June. ~~I~~ had good fly, and interest in treustens stopover. I spend 2 day and night in Nade was warm and beautiful place.

Now in my new life, I got to tell you. Then every thing work out perfect. As I had planed at the moment I'm living and a friends place. I'm looking for work and already studying English in the evenings, every thing here is good. While I'm unemployed. I get some money from the Australian government every four night is a big help for us. at least we won't be hungry in strange country. I really greatfull for this. And the other hand I still have sick every morning. As soon I opened my eyes I think about my big family, my house, my city, my friends. I don't think ~~to~~ I'll be able ever to forget all what it was my life.

Love.

Yolanda.

Task 6

You have just received a letter from a friend. She wants to know how you are and how you (and your family) have settled into Australia. Reply to her letter.

WRITING PROFILE SHEET

NAME Yolanda DATE 14.7.87
LEARNER TYPE 4

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to write a reply to a letter from a friend. Say how you have settled in to living in Australia.

SKILLS (mark those appropriate to the task)	COMMENTS
Confidence in approaching the task <ul style="list-style-type: none"> • willingness ✓ • hesitation 	
Coherence of message <ul style="list-style-type: none"> • the overall clarity of the message 	message clear
Script <ul style="list-style-type: none"> • ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script 	
Construction of the text <ul style="list-style-type: none"> • organization of ideas <ul style="list-style-type: none"> order of presentation of information paragraphing • layout ✓ • register ✓ <ul style="list-style-type: none"> appropriateness of vocabulary appropriateness of sentence structure • cohesion <ul style="list-style-type: none"> reference i.e. pronouns ————— substitution/ellipses conjunctions lexis • sentence structure <ul style="list-style-type: none"> tense ————— word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions ————— • vocabulary, adequate for the task • spelling, accurate for the task • punctuation, accurate for the task — • number, appropriate to their function 	<p>— more paragraphing would help</p> <p>pronouns sometimes omitted</p> <p>quite good — some confusion with irregular past tense 'spended'</p> <p>Sometimes omitted</p> <p>except for some confusion with expressions e.g. 'as soon as' & 'on the other hand'</p> <p>misuse</p> <p>Sufficiently accurate for the task — but some key words could be learnt</p> <p>tends to punctuate thoughts & pauses with full stops which could be confusing</p>

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending — some identification of spelling errors + attempts at self correction
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonetic knowledge — some L1 phonetic interference 'goverment' 'extrange'
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

GENERAL COMMENTS

Able to handle this type of writing task competently + with confidence
Main needs relate to sentence structure

POSSIBLE TEACHING OBJECTIVES

- To use the context of personal letter writing to
- develop a greater awareness of sentence structure + how sentences can be abbreviated in this context
 - what can and can't be omitted
 - to develop familiarity with some key words common to this context.
 - to develop a greater awareness of paragraphing + punctuation
 - to develop strategies for editing + self correction of spelling errors.

Task 7

Imagine you are about to travel to another city.

Write a telegram to a friend who lives there to tell her when to meet you at the airport.

Dear Sam,

I will be in H.K. on Saturday 1.30 P.M. Departure time
and arrival to airport at 8.45 P.M. Can you come to
airport to pick me going home please!
Good luck! See you in H.K. Goodbye!

On Leo 27-5-57.

WRITING PROFILE SHEET

NAME On Lee

DATE 23.6.87

LEARNER TYPE 6

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) You are about to travel to another city. Write a telegram to a friend to tell them when to meet you at the airport.

SKILLS (mark those appropriate to the task)	COMMENTS
Confidence in approaching the task	
<ul style="list-style-type: none"> • willingness ✓ • motivation ✓ 	
Coherence of message	
<ul style="list-style-type: none"> • the overall clarity of the message ✓ 	main ideas are clear
Script	
<ul style="list-style-type: none"> • ability to write upper and/or lower case letters ✓ • knowledge of the names of the letters of the alphabet • fluency and consistency of script ✓ 	
Construction of the text	
<ul style="list-style-type: none"> • organization of ideas <ul style="list-style-type: none"> order of presentation of information paragraphing • layout • register <ul style="list-style-type: none"> appropriateness of vocabulary appropriateness of sentence structure • cohesion <ul style="list-style-type: none"> reference i.e. pronouns substitution/ellipsis conjunctions lexis • sentence structure <ul style="list-style-type: none"> tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions • vocabulary, adequate for the task ✓ • spelling, accurate for the task ✓ • punctuation, accurate for the task • number, appropriate to their function 	<p>- included a lot of irrelevant information</p> <p>- inappropriate for a telegram used full sentences rather than abbreviated forms</p> <p>confusion of past + present tenses arrived + took</p>

Strategies**COMMENTS**

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

no evidence

**GENERAL
COMMENTS**

Unfamiliar with the need to abbreviate
language here or perhaps the ways of
doing so in English
Shows confusion with tenses

**POSSIBLE
TEACHING
OBJECTIVES**

- To use context of personal writing such as
postcards + personal letters, as well as
telegrams to
- become familiar with ways of
abbreviating sentence structure
in English
 - to become more confident in
expressing tense (past, present
and future)

Task 8 Imagine you want to apply for this job (advertisement given).
Write a job application letter.

Gannen Perez
5/117 Byrd Street.
Gosnell, N.S.W. 2034.

The Manager.
Telecommunication Systems.
130 Martin Place.
Sydney N.S.W. 2001.

May 21st. 1987.

Dear Sir/Madam.

As an postulant I would like to apply for the position of Data Entry Operator/Typist. Your Company is offering a few positions in this "position".

I got this information through the News Paper (Telegraph), circulated on the 19th of May 1987 - circular no M0341.

I got some experience in this field. Actually I am using IBM 3742, Apricot Microcomputer, & Prime. etc (M.S.B)

I would like to be considered for this position. and looking forward to work for you.

Yours Sincerely.

WRITING PROFILE SHEET

NAME Carmen

DATE 21.5.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to write a job application letter in response to an advertisement

SKILLS (mark those appropriate to the task)

COMMENTS

Confidence in approaching the task

- willingness
- hesitation

Coherence of message

- the overall clarity of the message — some unnecessary information causes confusion

Script

- ability to write upper and/or lower case letters
- knowledge of the names of the letters of the alphabet
- fluency and consistency of script

Construction of the text

- organization of ideas
 - order of presentation of information
 - paragraphing ✓
- layout ✓
- register
 - appropriateness of vocabulary
 - appropriateness of sentence structure
- cohesion
 - reference i.e. pronouns
 - substitution/ellipsis
 - conjunctions
 - lexis
- sentence structure
 - tense
 - word order
 - use/omission of articles
 - use/omission of auxiliaries
 - subject and verb agreement
 - use of prepositions
- vocabulary, adequate for the task
- spelling, accurate for the task
- punctuation, accurate for the task
- number, appropriate to their function

— information is presented in the appropriate order but expression is overtly formal + unnecessarily wordy at times, which causes confusion.

There are also instances of lang. that is too informal
'I got this information'
'I got some experience'

not familiar with some common expressions 'looking forward to hearing from you'
'advertised in...'

not sufficiently accurate
Some key words misspelt
'position'
'through'

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
 - for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors
 - extending
 - deleting
 - reorganizing
 - rewriting
 - for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
 - to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources
- no evidence

GENERAL COMMENTS

Shows awareness of the kind of information required + the appropriate order of presentation - in job application letter
- but confusion of register - mixing informal with overly formal
- too wordy
- unfamiliar with some common formulaic expressions to use in such contexts.

POSSIBLE TEACHING OBJECTIVES

To develop familiarity with appropriate expression for such a context - through the use of models

To develop strategies for drafting + editing.

To develop a range of spelling strategies.

Task 9

You are looking for a job.

Write a letter outlining your education and work experience to send to a number of companies.

21st MAY, 1987

3/26 CANTERBURY RD
CANTERBURY N.S.W. 2193

THE UNIVERSAL LTD
24-28 GEORGE ST.
CAMPSIE N.S.W. 2193

Dear Sir,

I embrace a hope that my letter will obtain your attention.

I've been a migrant ^{for a permanent resident} since March, 1987. ~~I came~~ My name is Merry Lin, age 33, female. ~~my address is~~ 3/26 Canterbury Rd, Canterbury N.S.W. 2193. I came from Vietnam, so I'm a Vietnamese Chinese descent. I went to Vietnamese High School at 11 grade, and I studied Chinese High-school-course at the evening school, and ~~I have~~ ^{I finished} my English Junior High school in 1970. Since then I ~~at~~ learnt to typewriting, accounting and ^{English occasionally} ~~in tutoring English~~. I've been a Primary Teacher for 3 years after the Revolution in VN, and ~~tutoring~~ ^{teaching} English and Chinese for 5 years before I came here.

When I stepped on the land of the continent, I long for contributing myself to Her and the people who will be my country fellows in the aspect of economy. So I'm glad to enquire whether you would like me to help as an accountant in your company.

I'd like to send my gratitude in advance. And your answer is greatly appreciated.

Sincerely yours,

Merry

WRITING PROFILE SHEET

NAME Merry DATE 21.5.87
LEARNER TYPE 3

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) To write a canvassing letter to a company, seeking employment.

SKILLS (mark those appropriate to the task)	COMMENTS
Confidence in approaching the task <ul style="list-style-type: none"> • willingness ✓ • hesitation 	
Coherence of message <ul style="list-style-type: none"> • the overall clarity of the message 	<p>purpose of the letter is not clear until the end of the second last paragraph.</p>
Script <ul style="list-style-type: none"> • ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script 	<p>✓ fluent cursive script</p>
Construction of the text <ul style="list-style-type: none"> • organization of ideas <ul style="list-style-type: none"> order of presentation of information paragraphing • layout ✓ • register <ul style="list-style-type: none"> appropriateness of vocabulary appropriateness of sentence structure • cohesion <ul style="list-style-type: none"> reference i.e. pronouns substitution/ellipses conjunctions ✓ lexis • sentence structure <ul style="list-style-type: none"> tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions • vocabulary, adequate for the task • spelling, accurate for the task ✓ • punctuation, accurate for the task ✓ • number, appropriate to their function 	<p>— inappropriate order of presentation of info. + some unnecessary content (para.3)</p> <p>x too formal "embrace" and overly 'polite' 'I'm glad to enquire whether you could like me to help'</p> <p>— generally sound.</p> <p>— generally good — some confusion in use of past vs. pres. perfect 'I've been a primary teacher.'</p> <p>— aware of some appropriate expressions eg. 'greatly appreciated' sincerely yours but unfamiliar with some other formulaic type openings and closures.</p>

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors ✓
 - extending ✓
 - deleting ✓
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

GENERAL COMMENTS

Unfamiliar with the appropriate organization of such letters - what content to include and in what order.

Unfamiliar with the appropriate register + some of the helpful formulaic expressions.

POSSIBLE TEACHING OBJECTIVES

To use models of job application letters
- both canvassing
- in response to ads.

to develop an awareness of appropriate content, organization register, common expressions

Task 10

You purchased a new shirt from a department store. At home you noticed that it was damaged. You tried to exchange it but with no success.

Write a letter of complaint to the manager of the store.

Dear. Manager.

last week, I bought a new dress.

But It's too big. It ~~isn't~~ ^{doesn't} fit to me.

When I bought it, I can't notice that.

So Today I went to the store ~~what~~ ^{where} I bought.

I said to the sale girl, but she can't change the other one. I have damaged.

I hope. ~~you can~~ if you ~~can~~ change the other one, please change it.

I think Every ~~customer~~ customer is king.

And I also hope this thing ~~can~~ never happen another customer.

That'll be better for your company.

Anyway. I'd like to change my dress.

— from your customer—

→ I'd like to change it right now, but I had no time.

WRITING PROFILE SHEET

NAME Eun Ja

DATE 25.5.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) You bought a shirt from a department store when you got home you noticed it was damaged. You tried to exchange it - but had no success. Write a letter of complaint to the store manager.

SKILLS (mark those appropriate to the task)

COMMENTS

Confidence in approaching the task

- willingness ✓
- hesitation

Coherence of message

- the overall clarity of the message

not clear enough
confusion about the problems of not
fitting + of being damaged.

Script

- ability to write upper and/or lower case letters
- knowledge of the names of the letters of the alphabet
- fluency and consistency of script ✓

Construction of the text

- organization of ideas _____ not clear enough. Does not have clear idea of the schematic structure appropriate
- order of presentation of information _____
- paragraphing _____ tends to begin a new line for every sentence.
- layout _____ not as in formal letter - but is still in draft form.
- register X _____ some lang. too informal eg. 'Anyway...'
- appropriateness of vocabulary
- appropriateness of sentence structure
- cohesion
- reference i.e. pronouns X sometimes omitted
- substitution/ellipsis
- conjunctions
- lexis
- sentence structure
- tense _____ confusion of tenses. Often uses present instead of past - which causes confusion in the message.
- word order _____ Problems with handling reported speech
- use/omission of articles X sometimes inappropriately used eg. 'fit to me'
- use/omission of auxiliaries or omitted eg. 'change (it) (for) the other one'
- subject and verb agreement
- use of prepositions
- vocabulary, adequate for the task _____ Perhaps unaware of common ways of signing off eg. yours sincerely
- spelling, accurate for the task
- punctuation, accurate for the task
- number, appropriate to their function

Strategies

COMMENTS

- for getting started, e.g.
 - making notes
 - making a plan
- for drafting and editing, e.g.
 - rereading
 - identifying and correcting errors ✓
 - extending ✓
 - deleting ✓
 - reorganizing
 - rewriting
- for spelling, e.g.
 - visual memory ✓
 - word patterns
 - morphemic knowledge
 - phonic knowledge
 - mnemonics
 - syllabification
 - fluency and speed
 - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
 - asking for assistance
 - copying from other sources

GENERAL COMMENTS

Unfamiliar with letters of complaint – in terms of the organization of ideas, register, key expressions
Had problems in explaining a sequence of events + in handling reported speech.

POSSIBLE TEACHING OBJECTIVES

- To use the context of formal letters – such as letters of complaint
- to develop an awareness of the appropriate organization of ideas
 - to become familiar with some common expressions/vocabulary
 - to develop an awareness of the appropriate register
 - to develop confidence in manipulating sentence structure – especially reported speech and use of prepositions
 - to further develop strategies for getting started drafting and editing

GLOSSARY

Coherence :	the sense a message makes.
Cohesion :	the way a text is bound together to create a whole meaningful unit.
Cohesive devices or ties :	the linguistic elements (i.e. conjunctions, reference system, substitution or ellipsis, lexical cohesion) that hold the text together.
Contextual clues :	the non-linguistic features (e.g. pictures, diagrams, logos, colours, headings, layout, bold-print and the physical setting) that provide meaning.
Drafting :	the process of getting ideas on paper.
Editing :	the process of changing and developing ideas while drafting, or after a draft has been completed.
Ellipsis :	where the part of the text that refers back is left unstated, e.g. 'They're going out, but I don't want to [go out]'.
Graphophonic clues :	clues from the letters, letter combinations, and the sounds they represent.
Key words :	content words that provide important clues to the overall meaning of the text.
Lexical cohesion :	the relationship of vocabulary items to the same semantic field through reiteration or collocation.
Miscues :	errors made when reading.
Mnemonics :	ways of remembering rules or spelling patterns.
Morphemic knowledge :	knowledge of word roots and inflections, such as suffixes and prefixes.
Phonic knowledge :	knowledge of letters, letter combinations, and the sounds they represent.
Prediction :	making informed guesses about the meaning of a text before and while reading.
Reference skills :	being able to locate information where it has been organized systematically (alphabetically, numerically or categorically).
Reference system :	the words used to refer to objects, individuals or places mentioned elsewhere in the text.
Register :	the characteristics of the language used to signify a particular genre. These will depend on <ul style="list-style-type: none"> • field—the content area • mode—the channel of communication • tenor—the relationship between the reader and the writer.
Scanning :	locating specific information in a text while ignoring the rest.
Semantic clues :	what we already know about the topic (from the text and our own experience).
Sentence structure :	the grammar at the sentence level, i.e. how words are organized to construct meaning.

Skills :	what abilities you need to have in order to do something.
Skimming :	looking quickly over a text to get a general idea of what it is about.
Strategies :	the processes used in order to do something.
Substitution :	words used to link parts of the text by referring to objects named elsewhere, e.g. 'If I buy a new car, you can have the old one'.
Syllabification :	breaking the word into syllables and dealing with each segment individually.
Syntactic clues :	clues from the sentence structure (i.e. the grammar).
Tasks :	purposeful real-life activities where some communication takes place.
Visual memory :	recalling the way a word looks, including its length, shape and letter sequence.
Word patterns :	groups of words that have similar sound-symbol correspondences, such as eat/heat/meat.